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FRANCES MAYFARTH, *Editor*

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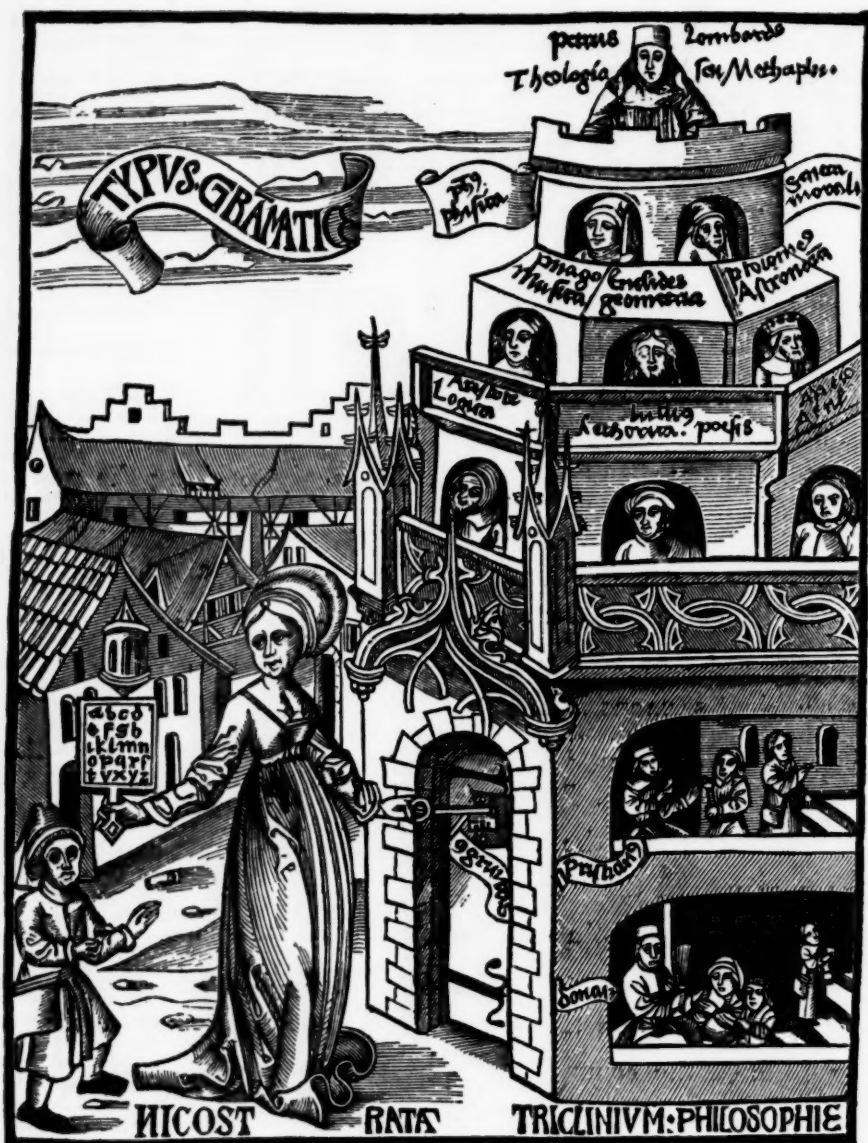
Next Month—

■ Here are the titles of the manuscripts and the names of some of the contributors who have helped to develop the theme for the December issue, "Developing Ethical Values."

"In What Do Children Find Objects of Allegiance" by Lucy Gage, Peabody College, Nashville, Tennessee; "Ethical Values in Religious Education" by J. Hutton Hynd, leader of the St. Louis Ethical Society; "Opportunities for Ethical and Religious Teaching in Classroom Practices" by Ethel L. Smither, editor of children's publications for the Methodist Church, and "What Shall We Teach the Youngest Ones" by Mollie Stevens Smart of Merrill-Palmer School, Detroit.

Edna Dean Baker, president of the National College of Education, Evanston, Illinois, is preparing the editorial on the theme for this issue. In addition there will be some Christmas material which should prove helpful in planning Christmas festivals.

REPRINTS—Orders for reprints from this issue must be received by the Rufus H. Darby Printing Co., 909 E Street, N. W., Washington, D. C., by the 10th of the month of issue. Carefully indicate quantity, shipping instructions, etc.



From an illuminated picture in the 1508 edition of "Margarita Philosophica", Gregory de Reisch.

An Allegorical Representation of the Progress and Degrees of Education.

The youth, having mastered the "Hornbook" and the rudiments of learning—reading, writing, and the beginnings of music and numbers—advances toward the temple of knowledge. Wisdom is about to place the key in the lock of the door of the temple. On the door is written the word, *congruū*, signifying Grammar. On the first and second floors of the temple he studies the Grammar of Donatus, and of Priscian, and at the first stage at the left on the third floor he studies the Logic of Aristotle, followed by the Rhetoric and Poetry of Tully, thus completing the "Trivium." The Arithmetic of Boethius also appears on the third floor. On the fourth floor he completes the studies of the "Quadrivium", taking in order the Music of Pythagoras, Euclid's Geometry, and Ptolemy's Astronomy. The student now advances to the study of Philosophy, studying successively Physics, Seneca's Morals, and the Theology (Metaphysics) of Peter Lombard, the last being the goal toward which all has been directed. From *The History of Education* by Ellwood Cubberley. (Houghton Mifflin Company)

What Are Fundamentals?

A TWENTY-ONE-YEAR-OLD native American youth has appeared and asked to be taught to read. There is no doubt that he now has, and did have when he attended elementary school, the ability to learn to read. Defeated, embarrassed, lacking in self-confidence, he has gathered up his courage and made this request. The school is not to be condemned because it failed to teach him to read, but because it sent him out into life stripped of his most precious heritages—his self-respect, his courage, his belief in his own power to achieve.

How is the school to meet its responsibility of helping children continue "calm, poised, and thoroughly well-adjusted" like Susie who is described by Mr. Lane in his article in this issue? To what extent might this young man's failure have been prevented if he could have attended Susie's school?

Much is being said and written these days about "the three R's." This new emphasis is directed toward a better understanding of how children learn, toward the principals of readiness, insight, and purposefulness. It is directed toward re-evaluation of skills in terms of their usefulness in living.

There is a growing appreciation that the skills are a "kit of tools" which a person needs in order to achieve the really fundamental things of life—a well-adjusted wholesome personality, courage and faith in oneself, independence and self-confidence, thoughtfulness and appreciation, and the resources for attacking and solving problems. In keeping with this philosophy, how may the child acquire the tools for which he is ready and has need? Through what kinds of experiences will he learn that the value is not in having, but in using that which one has? How may the school achieve its objectives in skills and maintain also its objective of wholesome constructive living?

THE ARTICLES in this issue give evidence that these questions are being answered in practical situations, and that the two kinds of objectives are not contradictory but complementary.

—Blanche Kent, kindergarten-primary supervisor, Oakland, Calif.

War or Peace?

ONCE AGAIN nations are at war and by land and sea and air God-given lives are being ruthlessly destroyed. All the lessons of the past have not served to show men how futile are these means of settling disputes. Knowledge of all the laws of God and nature have not helped man to use his reason in preventing war. We know that hate begets hate and lack of faith promotes distrust. We know that only as we abide by the laws of faith, hope, and charity can we live peacefully with our neighbors. These laws are just as immutable as the physical law of gravity, yet we constantly defy them and endure intolerable results.

A European war correspondent signed off to his American listeners recently, "Good-night, lucky people!" True, we are fortunate not to be engaged in actual combat, but we have a long way to travel before we may feel ourselves secure against the gods of war. Only as our children experience and have developed in them a deep-rooted consciousness of the laws of God, both moral and spiritual, can we expect the tolerance, the giving and taking, the loving and neighborly, that enable people to live in peace and plenty. Only as we substitute constructive play materials for toy guns and cannons; as we encourage healthy humor and the thrill of worthy achievement as a substitute for the excitement of war-play; as we show history as a way of living together and not as a succession of wars and dates; as we reorganize our curricula to permit practice in wholesome social living as well as learning; only as we utilize every opportunity for developing in children a moral and spiritual consciousness, can we hope for truly peaceful living.

—Dorothy E. Willy

WHEN SHALL all men's good
Be each man's rule, and universal Peace
Lie like a shaft of light across the land,
And like a lane of beams across the sea?

—Tennyson

Child Development

AND THE THREE R'S

Here, in epigrammatic style, Mr. Lane of Northwestern University, puts the three R's in their place and challenges us to "study childhood, have faith in children, provide a wealth of worthwhile childlike experiences, and watch 'em grow."

• SUSIE CANNOT read. Neither can she write nor spell. She is eight years old! Susie must be a terrible problem to teacher, mother, father, and grandma who taught school from 1890 until grandpa rescued her in 1894. Can't you see her struggling in first grade, or in the C section of grade two, going to clinics and remedial rooms, serving as case No. 367 in staff meeting? She must be terribly maladjusted, being unable to participate in the normal activities of children much younger than herself.

Well, you have Susie all wrong. She is the best informed child in her group; she is a leader among eight-year-olds; she is calm, poised, thoroughly well-adjusted. In how many American schools can an eight-year-old who can not read, write, nor spell be a well-poised, well-informed, resourceful child in a typical eight-year-old class?

Susie attends a school that proceeds in accord with enlightened concepts of children and the processes of human development. Her teachers know what life is for, even for children, and they have a wholesome perspective toward the place of social skills in the development of children.

It is not natural to be human! The human being is a product of his human culture. One can not develop human characteristics in isolation. The Chinese child dif-

fers from the American child, not in native tendencies and capacities, but in social inheritance. It follows that the individual assumes the dominant tools of his culture, those tools that function significantly in his daily living. This article is written on a train rushing westward through Wyoming. Across the aisle sits a ten-year-old girl telling a Bostonian about her life on an Oregon ranch. This girl, and there is no more than seventy-five pounds of her, tells of breaking colts to the saddle; of riding twenty miles after a stray calf. Her father comments that she is the best round-up man on the ranch. My ten-year-old city-reared daughter clings tenaciously to the saddle horn as she rides a gentle Shetland pony around the ten-cent circle at the amusement park.

We recognize Westerners, Southerners, Yankees by their interests and manner of speaking—and they have devoted no effort to the learnings that make these differences among them. We see our children develop many important social skills as they grow in the home and neighborhood groups. Before age two they have the language skills needed to make wants known and to relate simple events. They have learned many ways of influencing people; of securing gratification. Never have I seen the parent of a two-year-old child drilling, or even urging, the learning of vocabulary and meanings of social behavior. I've seen no lessons on the interpretation of pictures. Language development proceeds without pressure of any kind until school age is reached, then the lessons begin!

Acceptance of the foregoing principle—that the individual is the product of his

culture—obligates those responsible for the education of the young to arrange for them the best possible social environment. Schools operating in accord with this principle become the arrangement of the community's cultural resources through which the children participate in good social living and come in contact with the best of nature and of culture appropriate to their understandings and interests.

The great task of the educator is to discover those critical aspects of social living which are productive of personal characteristics cherished by society. The task of curriculum making under such assumptions becomes one of arranging facilities, equipment, and personnel in situations productive of anticipated outcomes. The remainder of this article will set forth what seem to the writer to be well-founded hypotheses concerning the critical environmental factors which determine the learning of social characteristics.

• *Meaningful Social Experiences*

Distinctively human characteristics are learned through meaningful and satisfying social experiences. The critical aspect of experience is feeling. It is amazing that educators have so long ignored this principle. That experience is the best teacher has been the axiom of generations of teachers, but it has meant to them: the adult must know how to read, to write, to calculate; therefore, let us have him read, write, and figure in order that he may have these essential experiences. They have given no thought to the fact that countless children were developing feelings of inadequacy, boredom, exhibitionism, and aversion toward the activities in which the experiences were arranged.

When I was fourteen my teacher wished me to experience the joys and wisdom of Shakespeare and took me through *Romeo and Juliet* at the rate of five or six pages a day. What was my experience? Why did

anyone have to write that stuff? What a fool was *Romeo* to stick himself over a woman. At fourteen years of age I could not comprehend *Romeo's* interests nor his plights. At eighteen I would have been more sympathetic and charmed.

The nature of experience is determined by attitudes resulting from earlier experience, by readiness for experience. In the case of *Romeo and Juliet*, I had neither the experience nor the glandular readiness to appreciate *Romeo's* problem. What did I learn? To avoid Shakespeare. As children have experiences that result in aversion, feelings of inadequacy and inappropriateness for the essential social skills of reading, writing, arithmetic, they are being most seriously handicapped; for those attitudes distort subsequent experience. I would prefer that my children should lose a sizable portion of intelligence quotient than to develop distastes and faulty concepts toward the use of man's great instruments of thinking and communication.

We may well pause to reflect upon the feeling effect of special remedial programs. As a result of some practical clinical experience I am convinced that the great bulk of so-called remedial problems results from anxiety. The child who can not read and who is highly motivated to do so can scarcely learn because of his anxiousness. Psychiatrists have learned long since that the first step in the correction of a personality difficulty is to make the problem seem normal and of relatively slight importance. Special classes, mechanical gadgets, workbooks, home assignments, and, worst plague of all—make-up periods—militate against improvement since they increase anxiety and concern.

• *Readiness for Learning*

The importance of readiness for learning can not be underestimated. The hypothesis of maturation, while incompletely understood, has vast significance. Human

functions are surely structures in action. Little do we know as yet about the nervous system's growth and organization toward specific capacities, but we must learn. We do know that six-year-old muscles are not ready to grip small brushes and pencils for long periods of time, nor to make meticulous movements involved in writing and fine drawing. The bulk of evidence indicates that the seven-year-old eye is not built for focusing on close objects and that early reading exercises unduly strain eye muscles which remain overstrained when natural changes take place and make it commonplace that bright boys wear spectacles. We know, furthermore, that the human organism seems natively disposed to operate in accord with its best interests; the interests of children are excellent cues to appropriate experience. The child will not violate the integrity of his physical organism unless highly motivated to do so.

The whole problem of the motivation of learning needs serious re-examination. The extent to which motivation is required is probably the extent of the inappropriateness of a learning activity for children. To proceed in accord with the principle of readiness the good teacher provides opportunity for a variety of rich and appropriate experience and allows the interests of each individual to determine the extent and nature of his activity. The principle of readiness *does not* imply the giving of tests and interviews to sort children into groups for certain types of experiences. In any decent and scientifically conceived learning environment the child must be in a situation which provides opportunity for worthwhile, gratifying, and socially acceptable experiences regardless of the state of his social skills.

The skills, with which the school has so long been preoccupied, develop as they function in the larger aspects of good living. They are always instruments and not ends of experience. They make experience

richer in potentiality, and more meaningful. As the teacher of six- and seven-year-olds helps them write daily plans, record observations on an excursion, order materials, write notes to mothers, she is helping the children do things that are significant to them. The children gain little insights as to what writing is and ultimately they are writing and reading without the pressure of drill and motivation.

• *The Need for Insight*

It seems absolutely essential that reading, writing, and arithmetic shall cease to occupy the center of the attention of primary teachers. These skills are learned through a relatively small number of flashes of insight rather than through careful learning of all the elemental processes involved in them. The good teacher of the skills is now one who can help children live well and richly regardless of skill equipment and who is able to detect in individual children the need for assistance in attaining insight. The good teacher never induces labor leading to the delivery of ideas or insight.

From our clinical and school experience we believe that the acquiring of these skills is but slightly related to general mental development or to chronological age. Some children read at five, some at six, most at seven; a few delay until eight or even nine. It follows clearly that the three R's must not be an avenue to respectability in the primary school. The urge to self-respect is probably the most fundamental of all human urges. If respectability is closely tied up with acquiring skills at any given time, children who do not acquire them become anxious or develop attitudes of unconcern. The latter adjustment is the more hopeful one from the mental hygiene point of view, but it is also a hindrance to learning.

Isn't it interesting that teachers have given scant attention to the real significance of our obtained high relationship

between reading skills and the I.Q.? I have proposed to many teachers this problem: Johnnie is nine years old, his mental age is twelve, I.Q. 133; Harry is fifteen years old, his mental age twelve, I.Q. 80. Which boy is likely to be the better reader? Scarcely anyone nominates Harry, yet he has as much mental capacity as has Johnnie and has been in school three times as long. These teachers are right, of course, but only because of our common stupid treatment of Harry! Dullness is an achievement resulting from the pursuit of other people's purposes for which one is unready. For generations teachers have made many children dull by setting up a narrow range of respectability in areas utterly incompatible with the purposes of childhood.

Even more than in reading and writing does skill in number develop through insight. What we have long called arithmetic is simply the shorthand of quantitative thinking. Working a problem is merely setting down the steps in our thinking in certain systematic ways in order that we may keep the record straight. We have been, and are, teaching the shorthand before the language is known. Understandings of numbers and their relationships come through their serving purposes of the individual. As children keep account of expenditures, estimate the amount of needed materials, give orders to the milk man, and plan parties, they are using numbers significantly. The teacher uses a vocabulary of numbers and quantitative relationships in ways that stimulate curiosity and build meanings without being obscure to children who have not acquired those meanings. *Drill must not precede understanding*, and teachers, of all people, should know of the human's universal tendency to exercise newly developed capacities.

• *Attention to Individual Differences*

In good schools individual differences are cared for by recognition of the fact

that the individual must respond to any situation in terms of the level of his maturity and in accord with his predispositions. Good learning situations enable all of the children concerned to make adequate adjustments regardless of skill equipment. If the group becomes concerned with airplanes each child participates in ways meaningful and significant to him. He may ask questions, draw pictures, construct models, consult his neighbors, bring information from technical journals, depending upon his abilities and the nature of his interests. No one method is more respected than any other.

Far too many children are growing up today incompetent and disinterested in the three R's. Our reading tastes are deplorable; our gullibility is dangerous. We are suckers for juggled figures in advertising; we are uncritical of the sources of our information. To many educators this has meant "teach harder", more expertly; to enlightened students it means: study childhood, have faith in children, provide a wealth of worthwhile childlike experiences and watch 'em grow!

To primary teachers I would suggest a few marked changes in procedure: De-emphasize the three R's. From the remotest corner of the subconscious drive out the concept of respectability as related to achievement in the three R's. Make certain that every child is experiencing worthwhile attitudes and meanings regardless of his skills. Under no circumstance cause a child to lose caste nor status, nor to gain it, with you or with his associates, through the skills.

Perhaps we are too sentimental, but it is my observation that the good teachers of the three R's are those who understand the development of worthwhile attitudes and meanings and who sense and care how children feel.

P.S. Last spring Susie was reading on page sixty-seven of a third grade book.

Social Issues and LANGUAGE TEACHING

Language is more than a tool of thought, a literary heritage, or a conventional medium for oral expression. It is a potent form of social behavior which can be directed toward the solution of some of our modern problems. Mr. Messner, principal of the Richard and Vernier Schools, at Grosse Pointe, Michigan, gives some practical suggestions for developing the social aspects of language.

• WE LIVE in a world in which a new pace is being set for social-economic changes, one in which there constantly impinges upon the human mind a vast number of different kinds of stimuli. The proper understanding and interpretation of these stimuli is an important factor in the preservation and the improvement of our democratic way of life. Since it is through speaking and writing quite largely that we gain our impressions, the language arts become crucial instruments of social behavior. We must, therefore, continue to lay stress upon their development in the classroom.

• *Modern Social Problems and Language Instruction*

Although change has been characteristic of human society from the beginning, it has taken place with varying speeds and varying educational implications. We are coming more and more to realize that such factors as the growth, geographical distribution and density of population, our health and vitality, the character of our home and family life, our economic organization, labor conditions, our wealth and income, invention and discovery, the

nature of communication, and many other factors are significant social problems. The most satisfactory solution of these problems is, in part, the provision for the proper social integrating experiences. All of these problems are concerned with the relationship of individuals to one another, in short, with social behavior.

In some cases, by the very nature of the organization of our society and our being an integral part of it, or by reason of our maturity, these problems become crucial issues in the lives of all of us. In other cases, seemingly more remote, through the forces of communication and propaganda, the issues are brought to a focus demanding a careful analysis and interpretation on our part. How far-reaching in importance this matter is, has recently been brought to the attention of all of us, as we have listened to the radio while Europe has drifted from one crisis to the next.

Consider, for example, the social effects of the radio, of which one hundred fifty are listed in *Recent Social Trends*¹ as reported in a publication of the National Education Association:²

Among some of these new effects are the following: regional differences in cultures less pronounced, the penetration of city culture into villages and rural areas, the diffusion of culture between nations, the increased popularity of music, the revival of many old songs, the improvement of safety in air travel through the radio beacon, the teaching of lessons to pupils, the dissemination of agricultural information to farmers, the speeding up of machinery for the detection of criminals, the bringing of

¹ *Recent Social Trends*. Prepared by the President's Research Committee. New York: McGraw-Hill Book Company, 1933.

² *Modern Social and Educational Trends*. Research Bulletin of the National Education Association. Washington, D. C.: Research Division of the National Education Association, November, 1934, 12: 266.

church services to invalids, the employment of many artists for radio programs, the distribution of political information to voters, the elimination of rural isolation, and the provisions of a creative outlet for youth in amateur broadcasting.

Do these not have implications in the teaching of speaking and writing? When one considers how the putting of a few marks on a piece of paper or the transcribing of the human voice through the radio may cause a person or persons remotely situated from the source of such writing or speaking to adopt a certain form of behavior, one must almost admit that the language arts are among the first wonders of the world.

• *Language Arts Are Basically Social In Nature*

The more we come to realize the fact that language is social behavior, the more important becomes the efficient teaching of the various language skills. The more clearly we see language as a mode of behavior, as a way of getting along with one another, the greater must become our desire to emphasize it. The more understandingly we see the immense forces that lie in language as a communicative art, the greater should be our earnestness as teachers to seek to have children acquire skill in it. This point of view should serve to emphasize the functional aspects of language teaching.

In the past we have tended to emphasize the mechanical nature of language, rather than its social nature. These various more or less structural points of view as well as the social point of view have been critically discussed by Walter Barnes and others.³ We have, in some instances, thought of language as a tool of thought, thus emphasizing intellectual elements. We have associated it with effective thinking and the clear expression of ideas.

* *Educational Method*, March 1937, 16: 275-317.

While it is true that words are conveyors of ideas, it doesn't necessarily follow that the mere accumulation of vocabulary guarantees that the learner has ideas which may be expressed by his accumulated fund of words. Language must be thought of in more than a structural sense, in more than the correct manipulation of words, sentences and paragraphs.

We sometimes emphasize the literary aspects of the language arts, assuming that since the best forms of language appear in the world's best literature, the mere reading and critical analytical study of good literature is the clue to proper usage. While the literary style may be an entirely worthwhile asset to an individual, it more properly belongs to certain ages in which it is found. We should be most concerned with present colloquial forms in language expression.

Many of us stress the conventional aspects of language, with the result that many of the children's elementary school years are spent in learning grammar, correct spelling, phonetics, syllabication, and punctuation. It has been necessary, apparently, to drill on these phases until they have become second nature with the children. This has tended to make language instruction boring and uninteresting.

No one of these several points of view about language represents the total picture. It is the over-all social significance of language as an expressive and communicative art that should be stressed. However, there is a place for the study of words, for the careful selection and building-up of units of thought, and for practice in expression as a means to clarifying one's methods of communicating with others. There is a place for the reading and analysis of the best that has been written in ours and other ages. Certainly there must be drill in correct usage, spelling, pronunciation, and punctuation. The danger comes when these elements of lan-

gauge teaching are taught in a non-functional way.

Language should be considered more from its social organic aspect than from its mechanical and structural make-up. It nearly always involves the inter-relationship of two or more persons. It is usually some sort of a participative affair. It is communicative in nature. One speaks or writes because he wants someone to do something, to learn and gather information, or to assume a certain form of behavior. It also involves self-expression and creativity, and, as such, is a significant aspect of each individual personality. Just as one may adopt other social customs such as dress in terms of the mores of his time, so does one adapt his language behavior. One's modes of expression, communication, and participation in life are aspects of one's personality, are reflections of one's character and the traits one possesses. Naturally, this point of view has implications for the specific instruction in language in the classroom.

• ***Language Should Be Made Functional***

In being more specific, relative to the more practical aspects of language instruction, references are made primarily to the teaching of speaking and writing, though they constitute only a part of the total language pattern. If their teaching is to be more functional, the whole school program itself should be organized on as functional a basis as possible. Children should have many types of educative experiences. They should cooperatively help to plan as much of the school program as is consistent with their various maturity levels.⁴ There should be numerous contacts between the life in the school and the life of the community that thereby they may better understand the nature of the society

in which they live. There should be a wealth of opportunity to engage in all kinds of activity.

Classrooms should be attractive places in which to work, set up in such a way as to challenge and stimulate the minds of children. There should be a great variety of all types of materials for acquiring information. There should be much opportunity for observation, for experimentation and for discussion of all types. When the school program is organized about child life and its manifest activities, it is natural that experiences in speaking and writing will be numerous, varied, and of crucial value.

In the early elementary grades, there are numerous possibilities of a functional nature. Children always have something interesting to talk about. They discuss week-end experiences, explain a new toy, plan the day's work, propose a field trip, or try to solve a classroom problem. These conversational periods have unlimited potentialities for the development of those characteristics of value to effective oral language. Emphasis should be placed upon free spontaneous expression and the individual use of language, rather than upon correct usage. Observation of the free spontaneous sayings of children will probably indicate, that when in a pleasant environment, their expressions will contain the elements of good adult forms of composition such as individuality, vividness, poise and forcefulness. The children should learn to make satisfactory personal adjustments to social situations in which they find themselves, acquiring that ease, pleasant voice and other qualities essential to carrying on effective conversation.

Among other natural oral language experiences on the various age levels are: dramatization, socialized recitation, jury—panel type of discussion, public speaking, parliamentary procedure, debate; student government, oral reporting, and radio.

⁴ *Editor's Note:* See "When the Children Help Make the School." By Lorene K. Fox. *CHILDHOOD EDUCATION*, October 1939, 16: 65-71.

In the Richard School, two of these newer kinds of experiences have been quite effectively used from time to time. The writer has seen ten-year-olds make a most instructive use of a modified jury panel technique. The use of the public address system for dramatization and for audience reading has also been a most stimulating experience.

In our teaching of writing, the same holds true. Why shouldn't children write real purposeful letters, rather than artificial ones to non-existent correspondees? There are many situations about the school which may become natural writing ones. Among real experiences are letters to ill classmates, invitations to other classes, program writing, cooperative subject matter reports, requests for information from community agencies, school paper and newspaper reporting.

These experiences are social behavior and, as in the case of the sick child, children cooperatively and conversationally propose to do something for him—collect money, go to the florist to buy flowers, write or seek permission orally from the home or hospital to visit the patient, then visit him and send him messages.

The writer recalls the enthusiasm displayed by sixth grade pupils as they came to the office last spring inquiring for mail in answer to their requests for information from the several state departments of education. Pupils have corresponded with children in other cities, with children on Indian reservations, and in foreign lands. How much more effective and socially valuable are these real writing experiences.

If the oral language consists of the various conversational and communicative aspects of the school work, and if writing consists primarily of the actual correspondence situations which exist in the modern school, one may ask, "Where does drill come in, and how can good oral and writ-

ten language habits be fixed properly?" The answer is that there must be certain areas in which drill on specific skills is necessary. There is a place for drill work in enunciation, pronunciation, syllabication, spelling and grammar. Techniques for such drill work are known to all teachers. However, it is important that these drills be in natural situations and not in isolated ones. The child must see purposefulness in the various activities in which he engages if he is to profit by the learning situations.

The child, for example, who in conversational periods is shy, lacks poise and doesn't express himself properly, can often be drawn out by the skilled remarks of a teacher and the cooperative help of his classmates. Or, perhaps, providing more experiences in the classroom will give him something to talk about. Isn't that individual drill for that child?

Further, much of the battle of overcoming deficiencies in speaking and writing is won when pupils become conscious of the nature of the errors they make and seek remedial help on their own accord. Certainly functional speaking and writing are more efficacious in their drill implications than are non-functional types. The child who elicits a certain response to his correspondence and doesn't get it because of his inadequate handling of language tools is perhaps ready on his own volition for some kind of drill.

• *Listening, Too, Is Important*

Then, too, we must not forget that other important aspect of the communicative art—listening. By listening is not meant "attention", that is, sitting up and taking notice. Rather, it means the ability to understand what one hears. Whenever there is expression, there must be impression and understanding. One may think of speaking and writing as the expressive side of oral

language, and listening and reading as the understanding aspects of oral language.

Paul Rankin has shown the importance of listening and the significance for training in this ability. He says:

Oral expression, or talking, occupies 30 percent of the time spent in communication in adult life but received only 10 percent of the school time for the development of language. Written expression, on the contrary, occupies only 9 percent of time in communication in life but receives 30 percent of emphasis in school, that is, the ability which is used more frequently in life receives less emphasis in school, while the ability which is used less in life receives more emphasis. The same general situation is found in the understanding aspect of language. It is even more striking here. Listening, or the ability to understand spoken language, is used in life three times as much as reading, but it receives less than one-sixth as much emphasis in the school.⁵

The evidence shows that we are correct in placing increased emphasis upon oral language. We should also increase our emphasis upon training in listening. Some work along these lines has been done in the Richard School. Several staff members, Clara Blank, Ruth Bockes and Ruth Pace, have done work on children's listening habits.

⁵ "Listening Ability." By Paul Rankin. From *Proceedings of the Ohio State Educational Conference, Ninth Annual Session*, p. 177.

In one instance there was a definite attempt made to measure and improve listening ability. Pupils were given initial and final tests developed by Mr. Rankin. It was found that there were differences in ability to understand. Training consisted in giving practice experiences in listening, developing purposiveness on the part of the children, suggesting techniques of outlining, and techniques for jotting down in the mind or in writing helpful notes. Improvement as shown by end tests was made.

In another instance some thought has been put upon the teaching of discriminatory listening to the radio. With the great variety of programs which children listen to some excellent, some poor, and many harmful—there is need for selectivity of programs that are desirable.⁶ It is a home and school problem of major importance. In the writer's school, the problem has only been touched. Pupils have been listening to various types of broadcasts, and they, with the teacher's guidance, have made analysis of the worthwhileness of programs. Much remains to be done. The area of discriminatory listening is a challenging one to all of us and is significant from the standpoint of the language arts as manifestations of social behavior.

⁶ *Editor's Note: "Radio: Pied Piper or Educator?"* By John J. DeBoer. *CHILDHOOD EDUCATION*, October 1939, 16: 74-79.

Giving Thanks

ANONYMOUS

For the hay and the corn and the wheat that is reaped,
For the labor well done, and the barns that are heaped,
For the sun and the dew and the sweet honeycomb,
For the rose and the song, and the harvest brought home—
Thanksgiving! Thanksgiving!

For the trade and the skill and the wealth in our land,
For the cunning and strength of the workingman's hand,
For the good that our artists and poets have taught,
For the friendship that hope and affection have brought—
Thanksgiving! Thanksgiving!

From *The Harvest Feast*. By W. Harper. (Dutton)

Growth in Social Living

THROUGH THE TOOLS OF LEARNING

Miss Miel, curriculum counselor in the public schools at Mount Pleasant, Michigan, tells how the tools of learning can be made socially effective without securing the unfortunate results of the old traditional schools. Teaching that is readiness building rather than rote learning marks today's artist teacher.

• IN THESE days when the social job of education seems to be of more importance with each fresh burst of news, the spotlight is being thrown on every activity of the school. Even the tool subjects are being subjected to the same searching scrutiny. Are they playing their part in developing socialized individuals, or are they still helping to turn out an ill-assorted lot of individualistic persons, some smug, some defeated, most of them failing to appreciate the value in a democratic social order of equipment for further learning? Does the child in school acquire tools of learning which enable him to be a creative learner and a useful member of society for the rest of his life, or does he merely learn to hate books and decide to have stenographers and adding machines to take care of the unpleasant side of life for him?

Teachers and administrators throughout the country have been conscious for some time that children were not acquiring an efficient use of the tools of learning. However, they have, in many cases, mistakenly supposed that by postponing the teaching of the tool subjects until the later grades and cutting down on time allotments for these subjects, or even cutting them out

altogether, they could remedy the situation without making other adjustments. The result has been that much time has been wasted for the children, while the secondary school, the college, and the public have begun to clamor that "standards are being lowered."

The solution to the problem does not lie in the direction of rendering the teaching of the tool subjects more ineffective than ever. In a democracy, particularly in critical times, there is need for a better grasp of the tools of learning than under any other circumstances. More than ever before do individuals need to be equipped with defenses against emotional, irrational reactions. The desire to seek the truth and the knowledge of how to go about seeking it constitute the most effective defenses against such reactions. Therefore, the modern school should place not less but more emphasis upon equipment for learning. But that emphasis must be placed without securing the unfortunate results of the old school. Increased effectiveness in humans is desired, not increased inertia.

• *Weaknesses of the Traditional School*

One weakness of the traditional approach was that the children seldom saw the value of what they were learning. They were not helped to gain *insight* into word and letter and number relationships. They were not helped to see the relationships existing between various aspects of their environment. Reading, writing, and arithmetic were not presented as magic keys to open exciting doors and solve challenging puzzles; they were something to be done as

quickly and as painlessly as possible in order to allow freedom "for living." In other words, in the traditional school, there was satisfaction with a product that could perform glibly, though robot-like, in the field of the three R's. There was no desire to equip a child with tools of learning that would make it possible to continue his own education after school days were over. Furthermore, reading, writing, and arithmetic were interpreted very narrowly; they did not include such tools as the ability to use the table of contents and the index, the ability to skim in reading, the ability to apply scientific tests to statements, and the ability to estimate.

There was another weakness of the traditional approach that was even more far-reaching in its effect. That weakness was the failure of the old school to help the child to see the social value of what he was learning. It was enough in the traditional school to secure as near perfection as possible on the part of as many individuals as possible in certain isolated skills. There was little concern that the child become challenged to use his gifts for the benefit of others.

• *The Problem of Today's School*

The problem of present-day education is to correct these faults in the schools of yesterday. The school today must provide experiences through which the children will themselves recognize that they are more effective members of a group if they are equipped with some tools. The teacher's job in this connection becomes larger and more important than ever before. He must so guide the experiences of the children that they will have the opportunity to practice social living. He may help the group to act at all times as a small unit of a democracy in order to provide this opportunity for give-and-take in a social group. Countless situations will then arise which will require the tools of learning. The

groups may have to engage in extensive research involving the use of many sources of information and involving record-keeping, or the group may have to depend on a few individual members to find out some facts and report them to the rest. In such a group, engaging in such activities, the valued members will be those who can contribute because they can read, write, speak, and figure efficiently.

The little bookworm who loves to read for pleasure but who cannot be persuaded to help clean up the paint or act as secretary for the group will be one of the least valued members.

Emphasis in the school should not be on equipping only the most capable with the tools of learning. We are too likely to use the familiar alibis for not giving much attention to some children. We decide in advance that a certain boy will be "nothing but a ditch-digger." He will, therefore, have little need for reading and writing. Only the simplest arithmetic will be required in his living. Our consciences are clear, then, if we spend most of our time on the "teachables."

Now, it would be most unrealistic to expect that all children could be equipped with learning tools of the same quality. It is folly, of course, not to help our most intelligent children to develop into creative individuals capable of leadership in fields that demand high intellectual capacity. Yet, it is unfair and unsafe in a democracy not to help each individual to obtain the best grasp he can of the tools of learning in order that he may be able to secure at least the minimum amount of information to which the citizen of a free country is entitled. The ditch-digger may not need calculus or trigonometry or even long division but he needs to appreciate the difference between millions and billions and to understand what a three per cent tax on sales does to his total income. "Even the least of these" needs to learn to make

simple analyses of propaganda and to find out a few facts on both sides of a question. "Even the least of these" buys goods and casts a ballot.

The course in social studies which was introduced into the elementary curriculum in the hope that it would serve to socialize individuals will not produce that effect as if by magic. Children will have to be helped, as they attempt to solve social problems, to gain mastery over certain tools which will make easier the solutions of the next problem they attack. For example, they should be learning to enjoy reading widely and searchingly to get different points of view; they should be learning to keep records of many kinds; they should be learning to deal with statistics, read maps and graphs, and appreciate the world of number; and they should be learning to express themselves in effective language.

• *Teaching That is Readiness Building*

There is no intention, here, of ignoring the many avenues through which, today, an individual may receive information. There is no intention, either, of condoning the excessive attention paid to reading in the old school. However, for many purposes, and among them forming considered opinions, there is no adequate substitute for the tool of reading, in which should be included the reading of maps and graphs, tables and charts, as well as of books and periodicals.

The elementary teacher who is doing a good job might be said to be building readiness of different kinds all the time. Instead of teaching the A B C's to babies, the primary teacher lays the groundwork for the development of the dictionary habit in the fourth grade. Instead of meaningless drill on combinations in arithmetic, the primary teacher helps to develop a real appreciation of the difference between *more* and *less* so that in the fourth grade the children do not have to say, "We can

do the problem if you will tell us whether to add or take away." Instead of drilling on sounds of letters and phonograms in isolation, the first grade teacher paves the way for the later use of phonics as one tool for getting the meaning of an unfamiliar word. Instead of serving up graphs or apostrophes as a big, indigestible dish, the skillful teacher sees to it that the children grow up with these things and that they learn their use through seeing others use them and through having opportunity to use them themselves on numerous occasions.

This type of teaching that is readiness-building calls forth the creative ability of the teacher, for it is far more difficult for him to measure his own progress in a readiness-building school than it was in the traditional school where the directives were more specific.

The best guide for the modern teacher is probably the broad aim of doing everything in his power to promote the socialization of children. This may mean doing a better job of teaching reading in the first grade. It may mean helping children to develop good discussion techniques. When the teacher takes it as his goal to help each child in his charge to profit as much by experience as he is capable of profiting at every stage of his development, the children will come out of the elementary school equipped with some basic tools of learning that are suited to their individual abilities. For that reason, these tools will mean much to their possessors and they will be used effectively to make their possessors' lives more satisfactory both to themselves and to others.

Someone has said that education should result in senses quickened and appreciations deepened. It is the tools of learning that make it possible for an individual to become and remain highly sensitive to the needs of people about him and deeply appreciative of the living world. Therein lies the teacher's job.

They Grow AS THEY WRITE

This article offers a sound and informing discussion of children's writing experiences. One feels that the writer has resources within herself, and it is easy to understand why her students achieved growth in expression.

One of the surest evidences of a teacher's understanding of the psychology of writing experience is the way in which she uses or does not use the term, "creative". In this article the term, "creative," appears in the summary and is used correctly.

However, there is one weakness. Like nearly all articles dealing with this subject, the writer presents culminations only. There is a great need for good descriptive writing about the beginnings of writing experiences, and particularly about the kind of build-up necessary for discovery of the possibilities of writing. Miss Mason would have made a more valuable contribution if she had described the beginnings of the interest she guided so successfully. With teachers in search of help with the problems of writing experience, the question is invariably, "How do you begin?" There is nothing esoteric about the all-important initial stages of writing experience but, unfortunately, teachers who understand them have not written concretely about the build-up.—E.R.

Miss Mason, here is a public invitation to you to give us help on "the all-important initial stages of writing experience." We hope that the invitation and the above criticism from a member of the Editorial Board will "culminate" in a second article for the readers of CHILDHOOD EDUCATION. Miss Mason is an instructor in elementary education at the University of Nebraska.—F. M.

• BECAUSE YOU will laugh with Chump, be amused at Aunt Jane, picture the wary old sea salt in the seascape, and sense the vividness of Nature, you will understand what a pleasant experience and privilege it was for me to assist with a group of children at the Lincoln School in New York, last year.

That we should know and help each

child was a real concern to every teacher. It was in this spirit that we studied Eleanor. We were interested the more so, perhaps, because it was her first year at Lincoln. We hoped that she would gradually widen her friendships and adjust herself to the new environment, and that we would get to know her better. There was a differentness about Eleanor's written expression which interested us.

Before English class one day, another child came up in a confidential manner, "You asked us to bring in anything we wrote, and Eleanor wrote this poem but she was afraid to give it to you." Eleanor was secretly proud of her poem. It had given her an inner satisfaction, and she wanted it to have some attention and approval, but was "afraid" to be so bold as to bring it up herself. I glanced over "Aunt Jane" quickly and smiled at Eleanor, whose face was intent upon me and reddening. Here was an excellent and immediate opportunity to know her.

This manner of presenting it was an interesting sign—we are always anxious and hopeful about anything so intimate and personal as our own creative efforts. At the close of the period I asked her if she would read it to the class. She could not do that but did consent to its being read, and thus we came to hear

Aunt Jane

Oh, there's Aunt Jane across the street,
I'd better say "Hello",
But, if I do, she'll talk and talk,
And never let me go.
Besides, I know just what we'll say,
It will proceed like this:
"Hello, Aunt Jane."
"Why, dearest child, give your old aunt
a kiss!"

Then, after I have braved this trial,
She'll look at me and say,
"I just can't understand it, why,
You've grown since yesterday!
Your skirt is way above your knees,
Now let me see, oh, yes!
I have a cast-off gown that would
Make you a lovely dress."

After that she'll tell me all the things
A perfect child should do,
And this could be a help, if she'd
Only think of something new.
No! I can't go through it now,
Perhaps some other day.
Where is she, why how wonderful!
She's gone the other way!

This was Eleanor's open sesame to class recognition of her ability, and for the appreciation they accorded her whenever she read anything of her own writing. They knew now that something good was coming. Nor did she fail, for shortly "A Fairy" made its appearance, and delighted us so much that it was accepted for the printed issue of the *Lorette*. We wondered if we had another Rose Fyleman when Eleanor gave us

A Fairy

Have you ever seen a fairy dancing 'neath the
moon,
Or playing with the breezes to an elfin's tinkling
tune?
Have you ever seen her flying through the
streets of Fairy Town,
Upon a yellow bumble bee, in a light and
and gauzy gown?
Have you ever heard her singing with clear and
bell-like notes,
Or sailing in the fairy fleet of fluffy silver boats?
If you've ever seen a fairy, then you will under-
stand
Why it's so important to believe in Fairyland.

Here was a girl who had made a place for herself in the class, for hers was a genuine contribution. The children were quick to recognize the good in one another and to show respect for real ability. They did not, on the other hand, approve,

if in their judgment, that quality was not commendable.

This trait (obvious in the group considerations as well as in that of individuals) was frequently manifested. In criticizing any type of activity the children were frank in their approval or disapproval, irrespective of the personality involved. Each one knew that his efforts, regardless of the subject, and of his place in class esteem, would be subject to just and fair analysis. They set up a discriminating set of standards for evaluating social studies activities as a basis for comment: organization, originality, accuracy, planning, and workmanship. One child who had a large personal following was rigorously criticized for the inconsistencies in a model of a pioneer house which was made for an individual project. Of course, it follows that the teacher must be wise in encouraging the use of constructive suggestions since children can be merciless in their critical onslaughts.

One of the girls did excellent writing by an apparently simple means of sliding the words off her pen. She had a keenness in mental organization. I have seen her stare into space (until it was almost possible to see her thinking) and then with a return to her pen came the desired and finished continuity.

It was rare, however, to find this ability in one so young. I am not of the opinion that good writing comes easily for most children. Thinking and sensing precedes the writing, and with changes here and changes there, it becomes a completed and polished thing—a product of their own artistry in words. There was Jane who wrote and rewrote, pondered and reconsidered until much effort went into her writing. It was beautiful in both thought and expression. You, too, will sense this as

Nature Goes to Sleep

It was Autumn in the forest. The tall pine

trees were standing erect, looking very proud. Each one seemed to want his green boughs to last the longest.

The tall ferns were brown and yellow, and the ground was covered with Autumn leaves, whose mellow colors were like a beautiful carpet to those who took their last visit to their forest friends before everything would be covered with bright, glittering snowflakes.

The forest animals seemed to know this, too, for they were scurrying about searching for food and more sheltered homes. In fact, even the proudest of the pine and grandest of the oak trees seemed to be taking a little interest in preparing themselves for their brood of squirrels. The whole earth was busy uncovering new caves and holes, more hidden nuts, more food for the animals. The little brooks were gurgling with joy at the excitement, and splashed joyously among the rocks.

Indeed, the little forest was very busy. A few days later snow came. There were no more familiar noises. The squirrels, the rabbits, and all the others were warm and cozy in their winter habitats, and once more the little forest was covered in a cloak of white, silent and ready for another long winter.

We learn early in our work with children that they write best of their own experiences, and of the things familiar to them, until their reading and general background permit a wider scope. With this firsthand acquaintance, together with their opinions and reactions in their varied phraseology, they should develop unique pieces of writing. (It is not always this way, however, when we note so much that is trite in theme and find such frequent resorts to clichés which teachers do accept.)

One of the most difficult kinds of writing is that where mood is concerned because feeling has to be conveyed. Robert gave us, though briefly, his feeling in

Depressed

I stepped out of my building and leaned against a pillar. Looking up at the sky I saw a haziness, and then down at the city's lights which gleamed softly into the night, then up to the sky where the light was reflected with a strange reddish color. I could feel the pitter-pat of the rain in my face. But when I found

my friend had left without me, the sky took on a different aspect. It seemed cold, foreboding, and gloomy. I turned back for my house, lonely, and my spirits depressed.

His writing was never lengthy, but he became more certain of himself and came to acquire a pride which, we hoped, would inspire him in later written expression.

One of our very practical girls whose expressions tended to be prosaic, insisted again and again that she never could write, but came dashing up to me one morning with "A Study in Contrast", which she wanted read immediately. "Is it all right?" and, "Do you like it?" were thrust at me as I read. When she was reassured, Ruth explained how she had picked out words which were associated in her mind with rain and then blended them into sentences until she had

A Study in Contrast

The rain beat hard against the window pane. It was dreary and dismal. The cold wind howled through the rain. The dampness penetrated through the people's clothes. The passers-by shivered in the cold, drew themselves together, and hastened on. The fog closed in, and darkness covered the city.

The rain pattered gently on the roof. The distant hills were wrapped in a blanket of mist. The wind whipped through the trees, and made a low moaning sound. Inside the house the logs crackled in the fireplace. The cat purred softly on the hearth.

Towards the sunset hour the clouds broke, and the rain ceased. The rain had given the flowers and grass a new freshness. The moving clouds were reflected in the puddles. The rain was over.

This, then, was the beginning for Ruth. She had done something for herself. She had gained confidence in her ability to use words in written composition effectively.

David, the penetrating critic, the dissecting analyst, whose desire was ever to be erudite and precise, gave us another version of a storm in his characteristic style.

A Night of Rain and Storm

An hour ago, the sun had dropped behind its bed-curtains. Just now it peeped out to say, "Good night," before sliding down into the soft, billowy cushion of clouds. As if the still world were afraid to arouse or disturb the sleeping sun, a shadowy silence stole over all.

Sound slept.

The swift, scurrying swish of rain fled through the night. Now in the forest it trotted in quest, now in the water it hissed to rest, safe from pursuing threat. Far in the distance, incessant and sinister, bright scintillations signalled the coming summer storm. Overhead, the tall pines of the forest, the watchers, the sentinels, clustered together and whispered. The sibilant hiss strove to be here and to be heard. Now and again a fiery sword pierced the blackness, and ever the night cried out at its wounds till even the steadfast earth trembled and shook. High up in the tree-tops the pines lashed and trembled, their slender columns swaying, moaning for fallen companions.

Cut by the rain, lashed by the wind, frightened by the storm, the waves of the lake reared their crests and fled from the wind and the rain and the storm, and beat on the shore as a visible foe and a barrier balking escape.

The night fell close about the earth. The storm strode off with sounding steps. Through the mute air crept a chill, over the blackness the pallor of death.

The night was dead.

To hear him read it was to know that he had thrust his whole being into the description. He held his audience more surely than we had ever listened before. He paused, lowered his voice here, brought it out intensely there, and then softened it when "The night was dead". These words were meaningful to him and he made them so to us. He was not dramatic; he was so lost in it that he must have felt only the storm he depicted.

These boys and girls regarded their best efforts reverently. After they had written something of which they were very proud, they wanted to tell why or how they did it. Sometimes it was a conversation overheard, a thought which came before going to sleep, a light in a dark night, a shadow

or something they could interpret and make of it what they wished. Once started on an idea they wanted to keep on, even though "my mother told me I should be in bed" as Ruth said one time. We often took class periods for writing which gave them a chance to read parts to the class or to ask for suggestions and criticisms.

Miriam, who had an excellent background gained from much reading and good thinking, wrote in a mature and sophisticated vein. She gave us the delightful and picturesque old salt in his rightful

Seascape

Short, choppy wavelets
On the waters grey,
Who would go a-fishing
But he who must, today?

There's a full-rigged schooner
Chafing at the dock;
She's longing to be going
Where the petrels flock.

In a peaked sou'wester
Rolls an old, old salt;
Though the winds may bluster
He's now safe in port.

Rough his weathered chin is,
As it wags a tale—
Of Pirates and of Plunder,
Of Bloodstains and of Ale.

Rough his chin is,
Red his nose is,
Red and rough is he,
For he comes from the Atlantic,
The unruly old Atlantic
And the grey-green sea.

Can't you see him there, ever the haughty, grand old sailor, seasoned by only one master, the "unruly old Atlantic"? Whatever his grip upon you, it would not be fair to you if I withheld Eleanor's one-minute tale about Chump, and so I say, sit back in your chair with a broad smile on your face and meet

Chump

The fleet had chosen a lovely day to leave

the city. The sun was shining and the waters glistened. In his cabin aboard Battleship X, the Admiral was snoring contentedly while at his feet sat Chump. Chump was the Admiral's chimpanzee. He had been given to him by a friend and as Chump and the Admiral had gotten along splendidly, they had never parted. Thus Chump became a distinguished personality on Battleship X.

On this particular morning Chump was gazing with curiosity at the key in the door of his master's wardrobe. It looked very interesting and wonderfully easy to hide if it could be pulled out. (Chump *loved* to hide things.) In fact, it looked so easy that Chump decided to try it. He sprang to the chair beside the wardrobe and grasped the key. After he had fumbled and pulled awhile, it came out and Chump triumphantly hid it under the rug.

A half an hour later the Admiral awoke. As he recalled what day it was he quickly got out of bed, for he was wearing full dress with gold braid and a plume in his hat. And he always took longer to dress when he wore that. His orderly went over to the wardrobe to take the grand garment out and discovered that the key was gone.

"What, gone!" cried the Admiral.

"Yes, sir," replied the orderly.

"Don't 'yes-sir' me. Find the key. Hurry, man!"

The orderly searched everywhere but not once did he think of looking under the rug. The captain was called and all the officers until the cabin was full of men. But the key could not be found (probably because everyone was standing on the rug so that no one thought of looking under it).

Then, suddenly, Chump swung down from

his perch on top of the wardrobe, and tugged at the corner of the rug. The men stepped back and as the rug was lifted there came to view a shiny key. Everyone grabbed for it, and in a few minutes the orderly was unlocking the wardrobe door. The captain and officers went out, but not before they had bestowed upon Chump everything from nuts to bananas. And the Admiral boasted for weeks on Chump's helpfulness and brilliance.

Creative writing was only part of our English interest but it was an activity in which children who may have said, "I can't", find that they can. There is no formula a teacher should follow which nurtures creative work unless it be that vital possession of deep understanding mixed with a goodly portion of appreciation. It is well, too, that one has on hand an inexhaustible supply of patience and encouragement for both class and individual use. When they see that you believe in them, they come to have faith in themselves. They find they can, and this is growth of the most valuable kind.

I have never known a child to do a good piece of writing which was not always thereafter a real satisfaction and pride to him. Imagination, reality, and thinking form the basis in children from whom will come an exquisite fairy, helpful Aunt Jane, the charm and spiritedness of Nature in her varieties, or the hardy old sea salt, and playful, cunning Chump.

Winter Soon

ELIZABETH COATSWORTH

When the pumpkin yellows
And the standing corn
Is pale with frost, and cobwebs
Hang silver in the morn,

When Orion rises
Over fields cut bare,
And the fallen apples
Smell cidery on the air,

Then comes the witches' Sabbath
Of the flocking crows.
Standing by the barn door,
Every farmer knows

When he hears that clangor,
Sees that windy flight,
Winter soon is coming,
Cold, and early night.

From *Away Goes Sally* (Macmillan)

A Harvest Festival

A description of a fall festival planned and produced by students in teacher education at the University of Cincinnati. Miss Fry was formerly assistant professor of education at the University of Cincinnati but retired from active service this fall.

• **THE THANKSGIVING** festival is made especially significant for Americans by the annual proclamation of the President of the United States. Its spirit is primarily religious and it is intended to be celebrated by congregational worship in all churches of all faiths. Throughout the history of the world, among all peoples where there was a formal gathering of the harvest, it was marked by a festive celebration. The Jews held the festival in honor of God; the Greeks and Romans held festivals in honor of their gods; the Druids celebrated a great harvest festival to the sun; England holds a harvest home; Scotland a kern; northern countries a mell-supper; America—A Thanksgiving Day. One can readily see what a wealth of material is afforded the schools for such an occasion.

The teacher must have sufficient knowledge of the arts of form and expression to be able to correlate these with school work, and guide the children in their creative efforts. It is understood that while the essential meaning of the festival itself does not change, the form of observance must be suited to the development and understanding of each particular group of children. The observance of thanksgiving at the kindergarten-first grade level is not the same as thanksgiving at the high school or university level.

We present here a representative form

of the thanksgiving idea of human indebtedness for nature's bounty, a creative art-form organized by the students in a festival class at the Teachers College, University of Cincinnati. It is not expected that this art-form created by a group of university students is to be considered as a pattern or program to be used literally by other groups. It is submitted as an illustration of one of many ways in which a group festival may be developed after adequate preparation through study of historical background and approved forms of dramatic arts. There are twelve of these festivals which are in completed form. Although somewhat crudely done, the special note is on the adequate preparation of the teacher, and the protection of the young child from exploitation.

INTRODUCTION

Setting—*The Annie Laws Memorial Auditorium, Teachers College, University of Cincinnati, Monday, at five o'clock:* The stage of this auditorium is in chancel form of three tiers. A large window with formal drapes is at the back. A low, long trellis covered with vines and branches of autumn leaves intertwined, and hung with grapes, extends back stage with stones piled in front to form a natural altar. The door, stage left, is changed into a church entrance partly concealed by vines.

Prologue—*An Ancient Proclamation:* This shall be the Hour of Observance of the old-time Harvest, Ingathering and Thanksgiving by the Kindergarten Students Club. "While the earth remaineth, seedtime and harvest, and cold and heat, and summer and winter, and day and night shall not cease."

PART I

Proclamation—*The National Anthem:* The flag is borne down the aisle and placed stage right as the audience rises.

The Presidential Proclamation: Read by the

dean of Teachers College who enters in his official robes.

Music: "Praeludium"—Edward Grieg

PART II

Theme—*The Eternal Forces of Nature as an Inspiration to Worship.*

Narrator (A voice from the verse choir—no music): To the ancient harvest proclamation, "While the earth remaineth, seedtime and harvest, and cold and heat, and summer and winter, and day and night shall not cease," let us add, "The Heavens declare the glory of God and the firmament sheweth forth His handiwork."

It is of interest to note the part which nature elements have played in the community gatherings of peoples of all races and of all creeds. Fear for the destructive forces has been shown, and adoration for the beneficent powers. Oft-times the elements were deified into gods and goddesses—such as the God of the Sun, The God of the Moon, and the Goddess of the Harvest. Primitive altars of earth and stone were erected; sacrificial fires were lighted. Participation of the people often took the artistic forms of dance, stately processions, and ceremonials, or simpler rituals of worship. Harken to St. Francis in his humble mountain hut, claiming all the world akin and preaching to God's creatures. (*Narrator pauses.*)

The Canticle of the Sun—St. Francis of Assisi (The choir in verse speaking seated stage left, lower level, facing flag; costume insignia; short circular cotta cape, golden color.)

Episode I—*On Viewing the Harvest Moon*

Narrator: (The brilliance of the sun now fades to the glow of the moon.) From far away Japan comes the call to worship in the light of the Harvest Moon. Even the child sits at his shrine, in his ceremonial robes, with his offerings of chestnuts and seed cakes, while the moon, a symbol of light and beauty, spreads its gentle radiance.

(As the reading proceeds five Japanese in formal ceremonial robes proceed slowly and reverently to a shrine of teakwood, stage right, third level. Upon this they place symbolic offerings and light a beeswax candle, kneeling in quiet meditation.)

Episode II—*The Grape and Fruit Harvest of France*

A Time-honored Ceremony: Peasants of the fourteenth century carry offerings to the church on Martinmas Day, November 11. Chimes ring, peasants kneel at the church door, then enter

joining in an old French chant heard in the distance (costumes of the period).

Episode III—*Altar Processional*

Processional of Peasants (Music of joyful type): French, Russian and Dutch peasants bear fruit and earth offerings which they place at the trellis altar as thanks for the harvest.

(Caps, fichus and aprons in appropriate forms and colors are used as costuming suggestions. Each group finds its place on the stage, making a colorful picture.)

Narrator: We turn now to our gay note, the modern French peasant in his gala attire, who symbolizes for us the "Bounty of the Harvest," since it is he who lives most intimately with the earth, and he whose very existence depends upon the harvest. Song, dance, and merriment follow his worship. He, like a child, is devout and happy. The grape and fruit harvest, culminating on St. Martinmas Day, is one of merriment and fun-making, combined, of course, with the ceremonial of sharing and giving thanks to Bon Dieu.

From snowbound Russia come the peasants in colorful dress to rejoice in their plentiful harvest of grain and vegetables, which will be food for them for the coming year.

The Dutch, too, joyfully give thanks for the bounty of the tulip crop upon which their life depends. They approach the altar in their quaint costumes, to worship the Great Giver of Gifts.

Chorale—*Harvest and Thanksgiving Hymn* —St. George's-Windsor

(Sung in unison by all groups and the audience):

Come ye thankful people, come,
Raise the song of Harvest-home.

Dedicatory Prayer

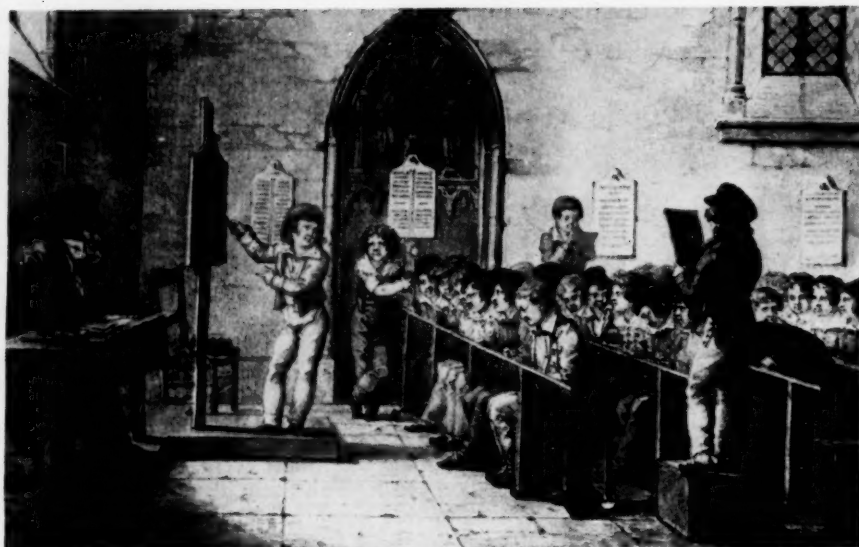
(The participant who offers this prayer, or the chaplain, if it be he, remains until the recessional has passed.)

Creator of all joy and all beauty,
We bless Thee for Thy bright world,
For the sunshine on the hills,
For the mists on the rivers,
For the abundance from Thy plains—
All giving glory to Thee in
The radiance of each day.—*Anonymous*

Recessional—*America the Beautiful*

PART III

Community merrymaking, feasting time, folk games, folk tales, and dancing.



Progressive education in France in 1820



An English dame school



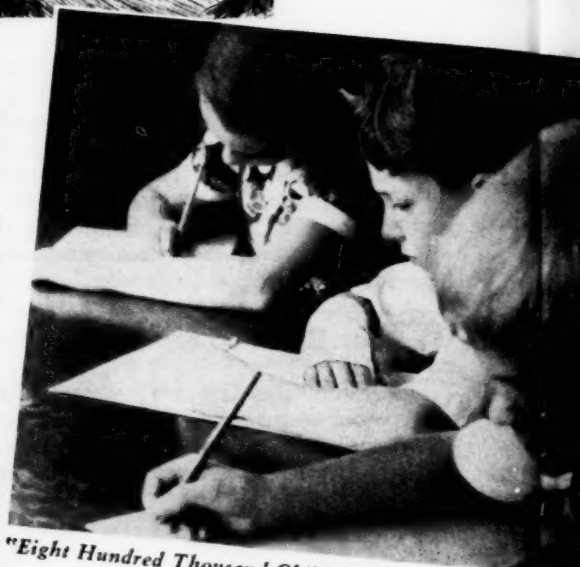
A village public school in 1874



"Your Children at The



Rr Stands for Robin Hood's



"Eight Hundred Thousand Children"



Children at Their Schools"

Los Angeles Public Schools



for Roba who sings on the spray.

The Three R's--Yesterday and Today



Cincinnati Public Schools



"Opportunity in Education"

Iowa State Teachers College

The Child AS AUTHOR-ILLUSTRATOR

This is the second article in a series on creative writing prepared by Miss Stern of the Poe School, Detroit, Michigan. Here she describes the beginning clues, the teacher's follow-up, and the satisfactory culmination of a creative writing experience with seven-year-olds. Her first article, "We Talk About the Weather", was published in the October, 1939, issue.

• "YESTERDAY, I went to Belle Isle and there was a peacock. I wanted it to spread its tail and it wouldn't, but when I went away it did." June's sigh and distant gaze as she attempts to communicate her experience suggests to the teacher that implicit in the child's simple statement is a vivid sensory impression groping toward realization through an equally vivid verbal expression. In emotional experiences which transcend his power of expression the child recognizes the need for crystallizing his impressions into symbols rich in experiential content. He begins to understand the magic and power of language as a tool for clarifying and conveying meaning.

The teacher mentally prepares to exploit June's peacock for its creative possibilities. But this is a democratic classroom, and Andrew turns the conversation in another direction before she speaks.

• *An Elephant Story and How It Grew*

"When I went to Belle Isle I saw an elephant, a grey thing! He's big—and he has big feet, and he has tusks, too, and a long trunk." Andrew is a showman, quick to recognize dramatic opportunities. "This

is the elephant's walk." He hunches over, clasped hands swinging low, bowed head swaying left and right, dragging heavy feet in a slow, plodding, elephant walk. Exuberant laughter, lively applause, and imitation by his classmates are his reward.

Others make their bid for social approval. Sheba, the elephant at the zoo, is everybody's friend. Flattering attention is centered on Floyd as he describes his exciting ride on Sheba's back. Credulously, the children listen, eyes wide, mouths agape as Charles relates, with not too great attention to truth, the story of his pet elephant at home. Here is a mischievous elephant who plays tricks on the whole family, whose amazing exploits are as uncircumscribed as Charles' imagination. But Georgianna explodes the myth. "Pooh! He is only a toy elephant made of clay. I've seen him." Charles, for whom the line separating reality from imagination is not too clearly defined, insists, "He is not a toy. He is real!"

The teacher comes to Charles' defense. "Of course he is real—for Charles!" She reminds them of numerous familiar stories in which toys have come alive, and Charles smiles victoriously when his staunch friend, Jimmie, clinches the argument with "Sure! Don't you remember *The Velveteen Rabbit*?" The children get the point.

In this group the teacher is a participating member, neither dominant nor subordinate. She is not the oft imaged vague shadowy form of a self-effacing teacher hovering somewhere about the edge of the child's psychological life space, unobtrusively selecting and strategically arranging experiences which she tremulously hopes the child will bump into, recognize, and em-

brace as a means to the achievement of his goals. That she, like the other members of the group, has her special contribution to make, is taken for granted by children accustomed to organizing and evaluating ideas democratically.

Each member of the group has his moments of glory, of prestige, when his contribution meets with recognition from the group. But no one holds the spotlight indefinitely. Reduced to a lesser role when accounts of personal experience are in progress, the teacher's star rides high when the children turn to her for story and poetry. Aware that rich literary experiences, extending and amplifying the children's personal experiences are important nourishment for the imagination, she plans her literary fare around the immediate center of interest.

Elephants in story and poetry, arranged in a colorful exhibit greet the children when they return next day, inviting them to more intimate friendship and further fun with their great jungle friend. *One Day with Jambi in Sumatra* opened to one of Armstrong Sperry's vivid double-spread illustrations vies with Baroness Dombrowski's *Boga the Elephant* for the initial reading. Jambi, the little boy of Sumatra, bathing in a warm, sunlit jungle pool, laughing with glee as Wang, his pet elephant, sprays him with water, is the irresistible first choice. Breathless with suspense as they follow Jambi and Wang through the jungle to the tiger hunt, the children squeal with vicarious delight when the tiger is killed and Jambi wins his heart's desire, a tiger tooth to hang around his neck. Gathering around to examine the illustrations, the final treat in the enjoyment of the book, they are vociferous in reconstructing and expanding the story.

The ancient Jataka, or Birth-stories, relating to the adventures of the Buddha in his former existences, as retold by Ellen C. Babbitt in *The Jataka Tales of India*, hold

their own in competition with the modern books. "The Elephant Girly-Face", "The King's White Elephant", and "Grannie's Blackie" told with quiet humor in the simple folk manner, easily surpass even the gay Babar books. Granny's Blackie, a baby elephant who earns a bag full of silver pieces for the kind old lady, his mistress, is a great favorite. Blackie carries the children of the village on his back. They share their goodies with him and he plays with them, picking them up with his trunk, swinging them high in the air, and then putting them down again, carefully.

Little Elephant in Hamilton Williamson's story, trunking up water for his shower bath inspires Andrew's sense of the ludicrous. "Can you imagine an elephant without a trunk?" he queries.

"That sounds like a story, Andrew," prompts the teacher. He rises to the bait, "Sure it is!" The story begins, "Once upon a time there was a little elephant who lived on a little green hill under some big trees—and he had no trunk! But he was happy."

The ridiculousness, the drollery of Andrew's notion of an elephant without a trunk is too delicious to be monopolized by one person. Others claim a share in the making of the story. Jimmie takes up the narrative, "One day some little boys came along and said, 'Oh look at that elephant without a trunk!' Little elephant was so ashamed of himself he decided to go out to find a trunk." The story is under way, the teacher serving as stenographer.

The process of living composition by a group of children is analagous to the development of a creative piece of writing by the individual. Numerous and varied expressions centered around an idea are submitted and considered. Little children, for whom action is of primary importance are interested in the development of the plot to its denouement before they begin to think of detail. From the mass of tenta-

tive suggestions, the group selects some ideas and rejects others. After the framework of the story has been elaborated, attention is given to wording, phrasing, and more effective presentation. Selection of a title for their story is frequently the concluding rather than the initial step. Choosing a name for the little elephant in this story was the occasion for an exciting election involving parliamentary procedure.

The teacher reads the completed story to a jubilant audience. Each child is radiant with the pride of authorship. Occasionally an excited author shouts out during the reading, "That's my part!" Here is the seven-year-olds' group story.

• *The Story Itself—*

"How Ginger Found a Trunk"

Once upon a time there was a little elephant, Ginger, who lived on a little green hill under some big trees—and he had no trunk! But he was happy.

One day some little boys came along and said, "Oh look at that elephant without a trunk!"

Ginger was so ashamed of himself that he decided to go out to find a trunk. As he walked along it began to rain, and he saw some little people jumping around on the grass, in the rain. Ginger jumped, too.

Then he asked, "Little people, do you know anywhere that I can get a trunk?" But all the little people went away with the rain, and nobody answered him.

Along came a robin. "Do you know anywhere that I can get a trunk?" asked the little elephant.

"No," said the robin, and away he hopped.

Ginger began to feel sad. He met another elephant and when Ginger told him why he was sad, the other elephant said, "I'll wrap my trunk around your little nose. Then you keep backing up until your nose stretches and you will have a trunk, too!"

They did that but it didn't work. The nose was just as short as ever.

One day Ginger found a long roll of paper that looked like a trunk. He tried to put it on, but it did not stick. When he went to get a drink of water it fell off!

Ginger went to where the circus was. All

the people laughed when they saw him. They thought he was one of the circus animals.

The little elephant went home to try to think what to do. He was so tired! He fell asleep on the little green hill under the big trees.

While he slept, a bee came along and stung him on the nose. It swelled and swelled until it became a full-sized long trunk.

When Ginger saw that his trunk grew longer every time the bee stung, he stuck his nose into a beehive. All the bees stung him so much that he soon had a larger and longer trunk than any elephant in the jungle. He lived happily ever after with his trunk!

• *The Story Becomes A Book*

Learning to read and write their own story is a natural outgrowth of this experience. Wide familiarity with fine, illustrated books suggest, too, the necessity for giving permanent form to their narrative. They decide to make a book. Planning the dummy is another stirring adventure. Cover design, end papers, title page, copyright page, head pieces, tail pieces, illustrations are discussed.

Those children who are more adept at graphic than at verbal expression find creative release through picturing their mental impressions, images, and ideas. Lively talk accompanies the drawing activity. "Here is Ginger hiding behind a tree because he is so ashamed of himself. I think I'll draw a house for him to live in, and I'll put a number on the house so he'll know his address," says Marion.

"Ginger is jumping around on the grass, in the rain, with the little people. The sky is blue because it's only a sun shower," comments Billie as he draws.

Fred plans the cover design, "The title will come in the middle, and above the title I'll have monkeys swinging from the tops of trees, and here is the bees' nest on this branch. Ginger is walking underneath the title. The bees are buzzing all around. Look at his trunk grow and grow!"

"Mine is a double-spread illustration. The other elephant is pulling Ginger

across two pages, trying to stretch his little nose," says Georgianna proudly displaying her drawing.

"This is the boy selling refreshments to the people at the circus. He has popcorn, peanuts, and soda pop. The lady in the green dress is buying some peanuts. There is Ginger in front of the clowns. Doesn't he look funny? The people are all laughing. This clown is juggling balls, the next one is skipping rope, and the last one is standing on his head. Does anyone want to help me color the flags?" invites Bobby.

The children are appreciative of each other's drawings. They select the sketches which are to illustrate the story, and determine at which points in the book they are to be inserted. Fred is triumphant when they assign him the cover, his idea having been approved. Christine's all-over pattern of little elephants enclosed in triangles is chosen for the end papers. An elephant's head with an exaggerated trunk encircling it is to decorate the title page and serve as tail piece. Teacher is assigned the task of binding the book and lettering the story.

The completed book, proudly placed in the exhibit with the other elephant stories, becomes an important piece of material in the literature room. It is often read by the children and serves as a stimulus for further creative activity. Individual writing is the frequent sequel to this kind of group experience. Adventures in bookmaking are pursued at home and brought to school to be shared with the group. Cardboards are extracted from father's newly laundered shirts, mother's workbasket is looted for scraps of cloth, the attic is searched for old rolls of wallpaper, the flour bin becomes a paste resource. Some of these home-made books are converted into poetry anthologies. First attempts at authorship find expression in others.

Fred's monkeys swinging from the tree-tops stimulate Bobbie to writing. *The Monkey and the Doll* and other stories, written and illustrated by Bobbie Lewis, Section 4, B2, Poe Publishing Company, Detroit, Michigan, reads the title page of this young author-illustrator's chef d'oeuvre. A capricious monkey watching a little girl at play steals her doll while she is washing the doll's clothes. Inviting the monkey to a tea-party, the heroine recovers her doll by a ruse. The story told with comic effect is reminiscent of the incident in *Boga the Elephant* when Missy-Missy, the middle-aged chimpanzee-woman, kidnaps the little black baby, Etta.

Every best-seller has its imitations and the school publishing market is soon flooded with monkey tales. Literary associations are renewed. "The Money and the Crocodile" in *The Jataka Tales of India*, and Laura E. Richards' "The Monkeys and the Crocodile", are enjoyed again.

The literature program today offers the child an abundant experience with the materials of literature and ample opportunity for relating his literary to his personal experiences, conversationally. In the daily classroom sharing of literary and personal experience the teacher with "a nose for writing activities" finds a rich source for writing situations. Her alertness to these conversational clues, revealing needs and interests, and her ingenuity in the choice of approach are important factors in keeping the creative impulses of her children moving towards productive ends. The child's language is of compelling interest to him insofar as it serves as an instrument for interpreting his experiences, enabling him to communicate and to share with others his individual and unique reactions to those experiences, and to take his place as a distinct personality in a social group.

Handle With Care

Miss Hurrey believes that in our eagerness to encourage independence and self-reliance in young children that we have often denied them the affectionate care necessary for their emotional security. She is a teacher of four-year-olds in the Harriet Johnson Nursery School, New York City.

• LED BY SOME ostrich-like faith that out of sight is also out of communication, visitors in the nursery school observation booths frequently discuss classroom techniques well within earshot of the children and teachers. Ordinarily, a stage whisper would be no match for the multiple sounds of fifteen four-year-olds who are hammering, building with blocks, and carrying on their four-year-old business. But in one of those sudden lulls that occasionally blankets a busy room, our visitor's criticism rustled through the double screen with disturbing clarity.

"Why," she whispered, "does she touch that child so much? I thought children shouldn't be handled."

I managed to control my impulse to step into the booth to answer her question, but the words, "I thought children shouldn't be handled," have haunted me ever since. The idea underlying her criticism was undoubtedly a good one. Children certainly should not be mauled. Neither should they drink whole bottles of iodine. But we are led to believe, through the efforts of the medical profession and salt advertisements, that a certain amount of iodine in the diet is necessary for proper thyroid function. Oddly enough it is often the most intelligent parents and teachers, those in many cases who have access to the

best books and advice on child care and who read the labels on the iodine bottle with great caution, who would, nevertheless, apply a whole paragraphful of educational theory with comparatively little regard to dosage.

• Too Much Care

It is quite true that puppies and infants can be made sick and nervous from too much handling. And the constant fondling of a small child may also get in the way of activities which would further his development. Mrs. Jones, across the street, has made a real sissy out of Billy by allowing him to be over-dependent upon her. Mrs. Jones, like every other mother, loved to feel Billy's little hands clutching hers for support. When Billy was six she still insisted that he hold her hand when they walked down the street. Now at eight, Billy clings to his mother in real terror because the boys call him "Frilly Jones."

Mrs. Anderson has made Phyllis self-conscious and reticent in play by constantly calling her home to have her curls brushed, to straighten her bows, and to urge her to keep clean.

The normal activity and development of these children have been retarded by too much parental handling. They were handled with care, but it was care mingled with anxiety and destined to gratify some desire of the parents.

• Care That Gives Security

But it is not these overanxious and selfish parents with whom I am concerned. It is the thoughtful parent and teacher, eager to give the child his independence and to build his self-reliance, who need to learn

the significance of physical contact with children. As educators and parents, we must examine our modern methods and be sure that in our desire to give the child independence, we are not also giving him insecurity.

When a two-year-old comes to the nursery school, he is still a fat, tottering baby who relies upon his mother for help in most of his daily routines. But more than that, he depends upon her love. Some interesting studies have been made of the physical effects of parental love, or rather the lack of it, particularly among orphans. It has been clearly shown that the child's security resulting from parental affection aids his physical as well as his emotional development.

The teacher of two- and three-year-old children is primarily a mother substitute. She does not usurp the position of the baby's mother, but she does supply, during the school hours, the same attention, physical help, and love that the mother would offer at home. When a two-year-old bumps his head, he doesn't want words. He craves the reassurance of arms around him and he responds quickly to this contact.

Our visitor would probably admit all this. It is easy to feel the dependence of a two-year-old because he looks like a baby. But she was watching the four-and-a-half-year-olds take off their wraps. Andy, excited, flushed and somewhat upset by a change of routine, was dashing wildly from child to child, grimacing and doing all those strange antics we adults patronizingly group under the heading of "showing off." I put my arm around him, and led him quite forcibly back to his own clothes cubby, where I helped him unbutton his snowsuit and pull off his galoshes. Yes, I handled him a good deal. But I said nothing. To the visitor, my behavior was surprising. If each child in the group

were handled to that extent at every routine time I, too, would be alarmed.

We cannot set down a standard of adult behavior to be applied to each child. George, calm and proud of his ability to wiggle out of his snowsuit by himself, would have resented being led off and undressed. But Andy was upset. He was momentarily incapable of undressing himself. Words would only have increased his agitation. Furthermore, for the sake of the group, I could not permit him to dash about and work them into a similar state.

There are many times when a four-year-old child is too excited to listen to words, but the calming effect of a hand on his shoulder can often help him to relax. I have seen an experienced teacher take a five-year-old by the shoulders and turn him around until he was facing her. After holding him in this way for several seconds she told him slowly what she wanted him to do.

We must not be misled by the independent spirit of four- and five-year-old children. They have only just emerged from babyhood. The least injury, physical or emotional, throws them back into their younger patterns. A bruised knee still calls for patting, and a laugh and a hug are far more expressive than a formal greeting.

When we consider how many of our adult social contacts—handshaking, patting on the back, and an arm around the shoulders—are made by touching, how can we make such a blanket statement as, "Children shouldn't be handled"? Handle your child with care, but not with the care that springs from anxiety or a selfish motive. Handle your child in the same way that you wish to be handled yourself—with respect, understanding, and the loving care that are at the root of every child's social security.

The September Issue

• THERE were two innovations in the September issue of CHILDHOOD EDUCATION:

it had a new cover and its content was considerably different from anything the magazine has contained in the past. We share with you some of the readers' comments concerning these innovations:

I thoroughly enjoyed the festival number. I have had just enough experience in school and camp festivals to appreciate all the fine material. It is already helping me with my school work this year.—Tennessee.

I am disappointed to find that CHILDHOOD EDUCATION has a new cover. There are some things that I hate to see changed and that is one. I am sure that there will be hundreds of others who will like the streamline jacket and I can be thankful that the size remains the same.—Tennessee.

The new cover of the magazine is stunning. I don't see how we ever bore the other now that this has come. The whole issue should make a strong popular appeal.—Ohio.

The first issue of CHILDHOOD EDUCATION is a masterpiece both from the standpoint of content and the new cover.—Missouri.

I would pay a whole year's subscription just to have the September issue. I had never dreamed there were such possibilities in festival making for enriching our experiences with children.—Washington.

I am sorry but I do not like the new cover. It is much too modern to suit my taste. The content, though, is interesting and stimulating.—Illinois.

Two of the contributors to the September issue have been invited by editors of other publications to prepare similar material for their readers. One article is to be included in a book on folklore and another is to be reprinted in a nationally known magazine. So much for the September issue. Shall we plan a follow-up issue which will deal with some other aspect of festival making?

Nature and Nurture

• IN THE November 1938 issue of CHILDHOOD EDUCATION we published an article, "Guiding Mental Development", by Beth L. Wellman in which she presented some of the findings in recent studies made at the University of Iowa on the effects of environment on mental development. Readers of CHILDHOOD EDUCATION found the article both stimulating

Across the

and challenging and have expressed themselves as both agreeing and disagreeing with the interpretations resulting from these studies.

Mr. Benjamin R. Simpson, professor of educational psychology at Western Reserve University, challenges the claims made by Miss Wellman and presents his statement under the title, "A Plea for a Sounder Psychology."

"Every educator is an ardent environmentalist if an environmentalist is one who is heartily in favor of providing the best possible environment for all. However, in a blanket emphasis upon the potency of the environment, there is all too often the fallacious assumption that the same environment is equally advantageous to every child, and that at its best it can, and presumably should, obliterate inherent limitations in mental ability. Recently there has been a revival of such extreme environmentalist claims as marked the late Watsonian era with its flare for the methods of the advertisers, and its assertions of the creation of intellect by mental training in infancy.

"If new methods can be discovered which can accomplish results of such stupendous social significance, the educator wants to see them in use everywhere. But unwarranted claims can do serious harm. In the opinion of the writer such claims as are made in a recent number of CHILDHOOD EDUCATION call for careful scrutiny as to their validity. (Miss Wellman's article.) The attention of readers of CHILDHOOD EDUCATION is called to an article which marks a beginning in pointing out some of the unfortunate oversights which invalidate most of the claims made by the Iowa investigators. "The Wandering IQ: Is It Time for it to Settle Down?" *The Journal of Psychology*, 1939, 7:351-367."

At the national meeting of the National Education Association at San Francisco last July there was a symposium on "Intelligence—Its Nature and Nurture" at which George D. Stoddard, director of the Iowa Child Welfare Research Station, presided. Participants in the symposium were Frank N. Freeman, University of Chicago; Harold E. Jones, University of Cali-

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fornia, and Lewis M. Terman, Stanford University, all well known for their work in the study of human intelligence. Dr. Stoddard's attack against the intelligence quotient as a positive barometer of an individual's mental ability was challenged by Dr. Terman, dean of American authorities on the IQ. Dr. Terman defended his long-held belief that people are born with varying degrees of intelligence and that their mental capacity is not substantially responsive to environment. He characterized the Iowa "claims" as "rather sweeping" and concluded his argument with:

"If they can be substantiated we have here the most important scientific discovery in the last thousand years—well-nigh unlimited control over the IQ. Think what such control would mean in a confused world that needs nothing so much as it needs intellectual insight into the complicated problems of economics, political relations, and the sciences!"

And so the years-old controversy, "Nature vs. Nurture", continues—eventually for the greater good of mankind, we hope.

A Co-Operative Study

• UNDER the direction of Ethel Mabie Falk, former supervisor of curriculum

in the Madison, Wisconsin, public schools there has been compiled an excellent bulletin called, "A Co-operative Study of Reading Readiness." Mrs. Falk states in her introduction: "In 1935-36 the teachers of the kindergarten and first grades began a co-operative study of the problems of reading readiness. For the first time the entire staff of the two grades joined in studying a common problem. They felt the plan of combined study, instead of the single grade approach, was so valuable that they wish to recommend it to the teachers of other grades. From this beginning the committee hopes that at every grade level thought and effort will be given to the problem of readiness for successive stages of reading."

Eleven problems were chosen for study: chronological and mental age, physical factors,

the effect of much material for investigation and manipulation, language and vocabulary development, the effect of stories and storytelling, using excursions in building understandings and vocabulary, using pictures in building vocabulary and in developing language ability, ways to develop both sight and sound discrimination, the relation of social and emotional maturity, home environment, and organization of a readiness program.

This one-hundred-ten-page mimeographed bulletin contains some research material such as tables, case studies, and summaries, but not enough to bog one down in getting the points of the study. Teachers interested in the problems of reading readiness will find the bulletin very interesting reading and filled with helpful suggestions.

Young Children In Education

• FROM the New York City Chapter of the New York State Association for

Nursery Education has come an attractive twelve-page bulletin, "The Young Child in Education." Cornelia Goldsmith, director of the Walden nursery school has written the Introduction; Mary Reed, head of the department of nursery, kindergarten, and first grade education at Teachers College, contributes an article on "Historical Aspects of the Nursery School." Three other articles on "Nursery School as the Beginning of Education", "An Intimate Picture of a Nursery School", and "The Nursery School a Child Welfare Center", are contributed by Barbara Biber, Mary McBurney Green, and Ruth Andrus.

We shall look forward to receiving succeeding publications of the New York group, of which the bulletin described here is the first.

A Fair Start in Life

• THE National Education Association has published a fifteen-page bulletin, "A

Fair Start in Life for the Country Child," as part of its plan to stimulate interest in the advancement of rural education. One sample copy will be sent free upon request to the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. Additional copies are ten cents each.

Give Them Their Right

THERE is perhaps a no more joyous satisfaction known to human beings than that which comes from the completion of a hard job well done. It gives one a feeling of confidence in his ability, a sense of security in accomplishment through effort, and stimulates further experimentation with ideas.

Those who daily come in contact with small children should hold this to be one of the cardinal virtues, but known facts point to the contrary. Each year nearly four million wide-eyed, cautious, wondering six-year-olds troop into the first grades of the public school and the following year sees one out of every four of them tasting defeat, experiencing failure, "repeating the grade." This ratio is not true in about one-half the states, which only means that in the other half it is much higher, and in five states *less than fifty per cent* of the first graders move on with their group. In ten other states for every *one* child promoted *one* other child becomes a first grade repeater, or drops out of school.

It is interesting to note that the states in which first grade mortality is low, with only two exceptions, have high kindergarten or other preschool enrolments. These facts seem to indicate that a majority of the children of the nation, before entering the second grade, have already had two years in school, part of them in kindergartens and the other part as repeaters in the first grade. If those who are meeting defeat at this early age could have the opportunity to become more mature socially, physically, and mentally amid surroundings which contribute to this growth, rather than in a situation which is baffling to them, their lives would be different.

In those states where the greatest illiteracy exists there exists also the greatest "piling up" in the first grade. These are the states which ordinarily claim financial inability to support adequately the school program, but the contention here is that an extra year is being added to the primary school life of many individuals anyway, and under adverse circumstances. Three possibilities present themselves as helps in remedying the situation:

- (1) Raise the age for school entrance, *if the program is to remain the same*. An added year would in many instances give the maturity needed for hurdling the insurmountable barriers set up in the first grade. Children are being forced to "read" before they are able to focus properly or to see the printed page clearly. Pressure is being exerted to secure expression before they have had experience.
- (2) Revise completely the first grade program, removing all promotion obstacles created by over-emphasis on subject-matter areas and tool-subject skills. Make it possible for the first year of school life to bring satisfaction in jobs well done, and inspiration to go on to even harder tasks next year.
- (3) Provide kindergartens which give opportunity for desirable growth previous to first grade entrance. If choice has to be made between these three, this latter is of course preferable, but better still would be the combination of (2) and (3).

POLIO resulting in physical paralysis is a terrible scourge, but equally as fatal and far more widespread is the lethargy produced by the deadening defeat meted out to thousands of little folk in the very place where they should have encouragement, satisfaction, and security. Can we afford not to improve this period of early education?—[Miss Thomas is elementary supervisor, S. Carolina State Dept. of Education].

Reading Readiness

FOR twenty-five years I have taught children to read, and I have yet to detect any mysticism about the process. They either do or they don't, and if they don't they don't! Until, like an old South Carolina mule, "dey perks up to de idea!" This process of perking them up to the idea seems to be the whole trick of resourceful teaching.

Growth charts its own course. There is an individual biological pattern for each evolving human life. The infant walks when nature gives it its own assurance to do so. It talks when the speech centers of the brain have become sufficiently developed to make this verbal effort possible. And, in the same way, the higher centers of the brain, dealing with symbolic recognition, "sprout" normally when the biological soil has been sufficiently nourished to develop sensitivity to symbols.

These maturation processes seem to be better understood by horticulturists than by learned pedagogues. "Training is harmful when it precedes the development of the power to be trained." John Dewey said this many years ago, but the teachers of the land have been so busy accumulating alphabetical decorations at the end of their own names that they have not thought of the acquisition of letters as being equally difficult for children to acquire.

This whole maturation process bedevils school administrators. It is their desire that all youngsters in the first grades in a large public school system, for instance, shall hop through the second grade hoops at the same pace, but even weeds don't grow that way. The desire to do the hopping and the readiness for the hop must come from the juvenile himself.

In a symbolic world, and this *is* a symbolic world, cluttered with handbills, billboards and the like, a child who has become conscious of his symbolic environment asks about symbols with the same spontaneous eagerness with which he asks about cats and dogs or rattlesnakes. He suddenly becomes an earnest questioner, and if sufficiently matured, an active participant in the great social order of literacy. He may reproduce a letter or letters with chalk, crayon or stick, or respond with verbal recognition to familiar symbols which he sees. He may, like Salvatore, produce a Salvation Army appeal and ask someone to see "how somebody made my name wrong". He may bring to school a chain store advertisement, and recognize Rinso or Dutch Cleanser as being the "stuff we use when we spill paint". Having been the "scrubber" on frequent occasions, he recognizes the efficient agent which he himself has used.

There is no magic clue to determine reading readiness other than the clues which the child gives to you, himself. A child either recognizes the essential differences in symbols and makes others know that he recognizes those differences, or he does not. And if he does not recognize them, it is pernicious to confuse the already retarded maturation process by blighting it with further premature efforts in that direction. A teacher may be doing something, but not getting anywhere, if she tries to teach such a child to use something, which, in reality, he is unable even to *see*.

IN AN old schoolmaster's manual, dated 1732, there was this admonition—"Don't teach children to read until they

can see the letters". And in 1938, I echo the same obvious advice. Until children can actually see the letters—A, B, C, D,—and recognize and reproduce their essential differences in form, all efforts to hasten individual literacy are in vain.

Teach the alphabet? Yes or no. My plea is for recognition of the seeing eye, the eye which the brain has developed to the stage of seeing. This means matured biological sight, and matured psychological insight, and neither of these subtle func-

tions can be measured by any of the commercial devices of measurement, however impressive they may be to the layman. For the beginning process of reading, the eye which is ready for the experience of reading, is the eye whose co-ordination with the brain, irrespective of muscle movement, is developed enough to see, mature enough to understand, and retentive enough to remember—[Miss Jones is a teacher at the Howard Street School, Springfield, Massachusetts].



THE educational opportunities available to Milwaukee's young children are many and varied. For the young child there are nursery schools—the demonstration school at the State Teachers College, the Curative Workshop for Cerebral Palsy Cases, and two WPA nursery schools under the supervision of the public schools.

There are kindergartens in all the public schools. The four-year-olds attend school in the afternoon and follow a program planned to aid them in making the adjustment from the home to the school. The five-year-olds attend in the morning and follow a program of activities and experiences which employ both the materials at school and things of interest in the community. In the first grade a broader program makes provision for those children who evidence a desire to read.

Going to School in Milwaukee

Miss Clara L. Johnson, local publicity chairman for the A.C.E. Convention which is to be held at Milwaukee April 29-May 3, 1940, has prepared this account of the educational opportunities for young children in Milwaukee, for the information of those who plan to attend the convention. Miss Johnson is a teacher in the Riley School.

In a city as large as Milwaukee there are many handicapped children for whom special provisions must be made. Speech classes are doing some fine corrective work. The new Gaenslen school gives crippled children every opportunity to develop. The Paul Binner school is especially equipped to take care of deaf children. Eight open air classes supplement the regular program with nourishing food and periods of rest suitable for heart cases and tuberculosis suspects.

IN ALMOST every school there is an opportunity room for those who will profit by more individual attention than can be accorded them in a regular classroom. So whether there is a normal healthy individual or one handicapped by a defect, the schools of Milwaukee are equipped to give him the best of educational opportunities. Plan to visit our schools when you come to the A.C.E. Convention.

Book...

REVIEWS

Editor, ALICE TEMPLE

READING READINESS. By M. Lucile Harrison. Boston: Houghton Mifflin Company, 1939. Rev. and Enl. Pp. 255. \$1.40.

The first edition of this book, reviewed in the September, 1936, issue of CHILDHOOD EDUCATION, presented an excellent treatment of the subject at the initial period of reading instruction. Continued study of the reading readiness problem has led to the realization that preparation for the *thinking* side of reading is essential, not only during the first years, but all through school life.

In the second edition of her book, therefore, the author has added over sixty pages of material dealing with this aspect of the problem. "As each pupil goes on through the educational levels from the first grade through the graduate school he will continually meet new fields of thinking in his reading for which he is unprepared in his background of experience. He will continually need a program in readiness for the thinking side of such new fields of reading." (p. 132.) The author maintains that such a program should result for the pupils in:

1. The possession of a broad field of concepts necessary to the constructing of meaning which is accurate, complete, and vivid,
2. The possession of a vocabulary which is varied, extensive, and precise as a carrier of adequate meaning,
3. The ability to understand increasingly complex sentences as functional organizations of meaning,
4. The ability to select and organize meanings from the reading content which are appropriate to the purposes of the readers.

How to achieve these results with pupils is fully and clearly presented in Chapter IX, "The Instructional Program for Readiness to Carry Out the Thinking Side of Reading." In the final chapter, "Readiness to Read in the Subject-Matter Fields", Miss Harrison emphasizes the important fact that every teacher, no matter what his special subject, is of necessity a teacher of reading. She points out, also, the weaknesses of some textbooks and shows that

certain subject-matter fields present particular difficulties in building readiness.

This new edition of Miss Harrison's book deserves the study of all teachers.—A. T.

NEWER PRACTISES IN READING IN THE ELEMENTARY SCHOOL. *Seventeenth Yearbook, Department of Elementary School Principals, National Education Association. Edited by Maude McBroom, L. M. Fertsch, and Cecelia Galvin. Washington, D. C.: The National Education Association, 1938. Pp. 628. \$2.00.*

Chosen as one of the "Sixty Educational Books of 1938", outstanding recognition in professional circles is being awarded to The Seventeenth Yearbook of the Department of Elementary School Principals. *Newer Practises in Reading in the Elementary School*, offers help on the reading program in all grades—upper as well as lower—and is recommended for study on the part of teachers, prospective teachers, librarians, principals, supervisors and administrators.

A unique and happy combination of theory with practise, The Seventeenth Yearbook shows the manner in which "by continuous effort to coordinate and use the results of research, critical thinking, and practical experience, efficient progress can be made toward the solution" of reading problems. Three outstanding characteristics should be mentioned: first, the practical nature of the suggestions offered and the detail in which they are given; second, the constant emphasis upon adjustment of the reading program to the needs of the individual child; and third, the stimulation given to classroom teachers to contribute to the solution of reading problems.

Of over fifty contributors, "more than two-thirds are located in public schools or in the elementary training schools of institutions for the preparation of teachers; most of the others are specialists in both the theory and practise of reading instruction"—including Harrison, Monroe, Horn, Stone, Witty, Hahn, White, Hawthorn, Pennell, Betts, and Nila B. Smith.

Those who read Miss McBroom's first chapter, outlining the scope of the treatment, will not fail to complete the book. Of especial value are the chapters: "Developing Reading Readiness", "Using and Further Developing the Reading Tool", "Providing Reading Materials in the Classrooms", "Organizing Schools and Classrooms for Better Reading Instruction" and "Other Administrative and Supervisory Procedures". The last two chapters include suggestions for organizing demonstration lessons and for interpreting the reading program to the public.

Excellent bibliographies are given for further study of the problems discussed in each chapter. Thoughtful study of this book in any school system should lead to marked improvement in classroom practise.—*Helen Fisher, supervisor of elementary schools, Council Bluffs, Iowa.*

CREATIVE EXPRESSION: THE DEVELOPMENT OF CHILDREN THROUGH ART, MUSIC, LITERATURE AND DRAMATICS. Edited by Gertrude Hartmann and Ann Shumaker. Milwaukee: E. M. Hale and Company, 1939. Pp. 350. \$2.00.

This is the second edition of a reprinting of four numbers of *Progressive Education* which were published between 1926 and 1931. The present volume contains over fifty articles written by specialists in the teaching of one or another of the particular arts, or by classroom teachers whose work with the children in some of these fields has met with unusual success. Among the sixty-three contributors are such well-known writers as Hughes Mearns, Lucy Sprague Mitchell, Peter Dykema, John Merrill, Harriet M. Johnson, Caroline Pratt, Calvin B. Cady, and Satis N. Coleman. Numerous color plates and pictures in black and white illustrate children's activities and products. The book contains, also, bibliographies for the teacher. Many a teacher who could not afford the first edition will be able to add this one to her library.—*A. T.*

TEACHING THE NEW ARITHMETIC. By Guy M. Wilson, Mildred B. Stone, and Charles O. Dalrymple. New York: McGraw-Hill Book Company, 1939. Pp. 458. \$3.00.

A text for teachers in training dealing with the what and how in the teaching of arithmetic in elementary and junior high schools. Its chief aim has been "to develop a more rational view of arithmetic as a functional service tool in the lives of children and adults, through emphasis

on the purposes of arithmetic and the limitations that need to be observed in order not to defeat these purposes."

TEACHING ARITHMETIC IN THE ELEMENTARY SCHOOL: UPPER GRADES. By Robert Lee Morton. New York: Silver Burdett Company, 1939. Pp. 470. \$2.80.

This is the third and last of a series. The first two dealt with the teaching of the subject in the primary and intermediate grades respectively.

THE NEW WORK-PLAY BOOKS. By Arthur I. Gates, Miriam Blanton Huber and Celeste Comegys Peardon. New York: The Macmillan Company, 1939.

These books constitute the primary unit of a new and elaborate series of readers. The unit includes not only the usual basal primers and readers with manuals but a quantity of optional material: a pre-reading book to precede the pre-primer, and a second preprimer, each with its manual; preparatory books for the basal primer and each of the readers; and a series of unit readers to be used in connection with the units of the primer and first reader. Thus is reading readiness provided at all levels of reading.

CHILD DEVELOPMENT READERS. By Julia Hahn and others. Boston: Houghton Mifflin Company, 1938 and 1939.

A series of readers whose reading readiness program begins in the kindergarten with the *Kindergarten Talkies*, two small books each containing two stories in pictures. Through interpreting the pictures the children "learn to read meanings" into them and to express these meanings in oral language. Throughout the rest of the series—preprimer, primer and six readers—pictures with questions to stimulate discussion are provided, designed to develop concepts, facility in language expression, and interest which will prepare for the effective reading of the material immediately following.

Contributors to the later books of the series include Jennie Wahlert, Julia M. Harris, Beryl Parker, and Paul McKee. Miss Hahn is author of the earlier books and editor of the series.

WITHOUT MACHINERY. By Paul R. Hanna, Gladys Potter, and William S. Gray. Chicago: Scott, Foresman and Company, 1939. Pp. 288.

A third grade reader in the Social Studies Division of the Curriculum Foundation Series. It includes stories of necessary daily activities as carried on successfully without machinery by five different groups of people: Pacific Island villagers, reindeer Lapps, Egyptian wheat farmers, Chinese rice growers, and Zuni Indians.

Books...

FOR CHILDREN

Editor, MAY HILL ARBUTHNOT

JOAN AND THE THREE DEER. By *Margorie Medary. Illustrated by Kurt Weise. New York: Random House, 1939. Pp. 160. \$2.00.*

Here is an outdoor story of rare beauty that will appeal to all children who love animals and have a sense of their kinship with human beings. Buck, Bramble, and Bobo are real deer, fed and petted by Miss Medary. Now she makes them live again in this story of Joan's friendship with them.

Each deer is as individual as Joan, her Aunt Sally, and the other people in the tale. Buck is the hero; Bobo, the baby, and Bramble the most dearly loved. There is an air of enchantment about the three shy creatures that Joan feels at once. She thinks that if she can just find the magic word the deer will be released from their spell and turn into three noble princes, but she never finds the word. Meanwhile, their games together, their feeling for each other, their final adventure, bring the human and the animal worlds into beautiful relationship.

Never has Kurt Weise given us more sensitive and effective illustrations. This is an altogether fascinating book of unusual distinction.

CHESTER. By *Charles E. Bracker. New York: Julian Messner Publishers, 1939. Unpaged. \$2.50.*

The family was confronted with the serious problem of finding a dog for Peter that would not agitate Judy's cat, Chester. Chester was a cat of parts and ruled his family firmly. When taken to the pet shop he vetoed all canine candidates in no uncertain terms. Peter was in despair. Then along came Dandy, an ingratiating collie who had been raised with cats. Dandy won Chester's affections immediately and all was well.

Colorful but prettified illustrations. An excellent little story for children three to eight.

SILK AND SATIN LANE. By *Esther Wood. Illustrated by Kurt Weise. New York: Longmans, Green and Company, 1939. Pp. 225. \$1.50.*

Each year Miss Wood's amusing little tales improve and this story of an unwanted Chinese girl is the best of all. Ching-ling is a tomboy

and an adventurer. Even the sad knowledge that she is unwanted has neither dampened her spirits nor dimmed her faith that someday she is going to be precious to someone. Meanwhile, there is much to do and see. She borrows a baby and mislays him. She loses all her clothes down the canal. She delivers her uncle's wedding gift to the wrong bride. In spite of these and other mishaps, her unquenchable affection, gaiety, and courage finally win her a family and the heavenly sense of being loved and wanted.

CINDERS. By *Katherine Gibson. Pictures by Vera Bock. Longmans, Green and Company, 1939. Pp. 133. \$1.50.*

Would you believe it that Cinderella's coachman hid behind a cabbage leaf and escaped being turned into a mouse again because the fairy godmother forgot him? There he was, a tiny, gray man, with no remembrance of the past and only a "way with horses" to help him get on in the world. However, his "way with horses" was truly wonderful and brought him all sorts of good fortune, including the ownership of Flash, the horse he loved best of all.

How Cinders and Flash saved the kingdom and found Cinderella is beautifully told in this little fantasy. Children seven to ten with a feeling for good literature and fine horses will enjoy *Cinders*.

THE TOP OF THE WORLD. By *Alice Crew Gall and Fleming Crew. New York: Oxford University Press, 1939. Pp. 110. \$1.50.*

Mrs. Gall and her brother, Mr. Crew, have the ability to write informational books that are also literature. This book is made up of a series of short episodes, each one complete in itself, interpreting life in Greenland. The stories begin with Eric the Red, deal sometimes with the wild creatures, sometimes with the Eskimos, and close with Peary's discovery of the North Pole. Through these episodes we begin to understand the constant battle with ice, snow, cold and hunger which all the inhabitants of this mysterious land must wage continually. We also glimpse something of Greenland's wild charm.

These are absorbing stories beautifully told for children eight to twelve years old.

Among...

THE MAGAZINES

Editor, HELEN BERTERMANN

WHEN CHILDREN FAIL TO TELL THE TRUTH. By Edith M. Sunderlin. *National Parent-Teacher*, August-September 1939.

While most of the very practical, homely illustrations of every day family and school life used in this article are drawn from the pre-school age group, the same principles would apply to older children. Miss Sunderlin cautions teachers and parents to "set an example for the child to follow; refrain from asking questions that will encourage a false answer; make no false accusations; let a child suffer the consequences of his untruth; keep unnecessary temptation from him; see that the child rights any wrong that has been done by his untruth; do not force an untruth from a child; encourage him to make accurate reports of happenings."

SHOULD STANDARDS BE ADOPTED FOR STENCIL DUPLICATED CLASSROOM MATERIALS? By David W. Russell. *The American School Board Journal*, July 1939, 99:52-53, 92.

Mr. Russell faces the fact that stencil duplicated materials are widely used in schools. He discusses the changes that have developed in the printed page—the size of type, spacing, and color and finish of paper—that determine the standards best suited for readers of different age levels. We accept the fact that the use of correct mechanical devices improve eye coordination and reading technique.

In his research Mr. Russell examined duplicated materials that ranged from excellent through mediocre to poor. He shows the amount of light measured in foot candles necessary for children to read actual samples of mimeographed materials. He concludes that duplicated material should be equal in perfection of style to that we demand in modern school books. Standards for duplicated materials must be acceptable for use with present-day methods of developing reading habits and comprehension.

WHY CAN'T WE HAVE PERFECT TEETH?

By Walter C. Alvarez, M.D. *Harpers*, October 1939, 1073:498-502.

Following a careful analysis of the history of the study of dental decay among primitive peo-

ple and the evil effect of civilized diet on their teeth, Dr. Alvarez concludes that our children must be taught to eat much more milk, cheese, eggs, liver, kidneys, sweetbreads, brains, tripe, fish, oysters, clams and shrimp if we hope to improve dental structure and lessen caries.

CREATIVE ARTS IN THE MODERN ELEMENTARY PROGRAM. By Blanche Kent. *California Journal of Elementary Education*, August 1939, 8:36-45.

Believing that modern education places increasing stress on the integrity of the personalities of children, pleads for wholesome development, and seeks the best opportunity for every child, Miss Kent illustrates ways in which these goals are realized through the creative arts. She uses everyday school experiences to accent the principles that learning is growth and that learning is by insight and discovery. "Primarily, the arts are for the expression of oneself and for the enjoyment of others. The expression phase we think of as the creative phase—the technique as the skill phase."

INTELLIGENCE TESTING AND EDUCATIONAL PRACTICES. By Paul A. Witty. *Educational Trends*, July-August 1939.

Investigations in the field of mental tests by Beth Wellman, H. Skeels and Marie Skodak among others, have brought forth a number of questions from adults—teachers and parents alike. Following summaries of the various studies mentioned above, Mr. Witty relates their conclusions to the responsibilities of modern school procedure. Since the investigations suggest that "intelligence can be altered appreciably during the preschool period if the basic needs of children are satisfied in an atmosphere permeated by a sympathetic and affectionate concern for their growth, it seems that the school might do much to preserve these acquisitions and to insure their enhancement." In so doing the school must center its interest in the development and growth of the child so that he would live as a successful contributing member of his group. Primary concern would then center on the guidance of emotional life, the attitudes and values of the child.

Research...

ABSTRACTS

Editor, JOHN A. HOCKETT

THE RELATIVE MERITS OF THREE METHODS OF SUBTRACTION. By John Theodore Johnson. New York: Teachers College, Columbia University, Contributions to Education No. 738, 1938. 76 pp.

A comparison of three methods of subtraction is presented in this recent study. The methods included are: (1) the decomposition method, in which the problem, $81-47$, would be solved as follows: 7 from $11=4$; 4 from $7=3$; (2) the equal additions method, described as follows: 7 from $11=4$; 5 from $8=3$; (3) the Austrian method, the mental processes being: 7 and 4 are 11; 5 and 3 are 8.

An ingenious procedure for comparing the relative effectiveness of the three methods was developed, which is termed the method of differential testing. A test was constructed, including all of the one hundred basic subtraction facts as isolated examples. A second test included the same one hundred subtraction facts in exercises which required also the operation of borrowing. The differences in accuracy and in time required on this second test compared with the first are used as bases for conclusions. In order that all pupils should meet not only the same addition facts in the two tests but meet them in the same order, a second pair of tests was devised, since those using the decomposition method carry on a different series of mental processes. All four tests are given to all classes involved in the experiment, since different methods were used by pupils in the same class. Groups were equated on the bases of results with respect to time and errors on Test 1, mental ages, and intelligence quotients. All tests were given personally by the experimenter in eight schools. Previous to giving the test, each pupil was asked to state on a piece of paper what he thought when he carried out the steps in two subtraction examples, as follows: $82-37$ and $600-146$. This report was used to determine the method followed by the pupil in subtraction.

Statistical procedures were applied to determine the relative merits of the three methods. The decomposition method proved to be much

inferior to the other two methods, both from the standpoint of errors and time required. The Austrian method is shown to be the most efficient and the most easily taught, with the equal additions method approximately equivalent in accuracy but decidedly less efficient from the standpoint of time.

TECHNIQUES USED BY THE TEACHER DURING THE NURSERY SCHOOL LUNCHEON PERIOD. By Gertrude M. Borgeson. New York: Teachers College, Columbia University, Child Development Monographs, No. 24, 1938. pp. vii+214.

A modified diary record involving the use of symbols and shorthand methods was used by this experimenter to study the activities and language of teachers and, indirectly, of children during the lunch period in the nursery school. Records were made in terms of one-minute intervals as the observer sat near the lunch table facing the teacher. She conferred with the teacher each day and transcribed her notes immediately after leaving the room. Six of the ten teachers were in the nursery of the Child Development Institute, Teachers College, and four were in a federal emergency nursery school. Twenty-six children attended the former and twenty-one the latter school. Most of them were between three and four years of age, although some were between two and three.

A group of four children in each school who represented various eating problems was designated as an experimental group. The teachers were placed with this group in rotation in order that each might be observed in relation to the same group. Each teacher was also observed with her own group of children during the luncheon period of forty to sixty minutes for at least five days. The teacher's activities were classified as falling into the following categories: those relating to methods of eating, motivating a child to eat, activities involving a child in other respects than eating, activities not directed toward a child. Classifications were also made of the children's problems and the teacher's techniques in dealing with those prob-

lems. Another student observed and recorded the behavior of children and teachers independently and simultaneously. Agreement in the records made by the two observers was reported as ranging from 74 to 98 per cent.

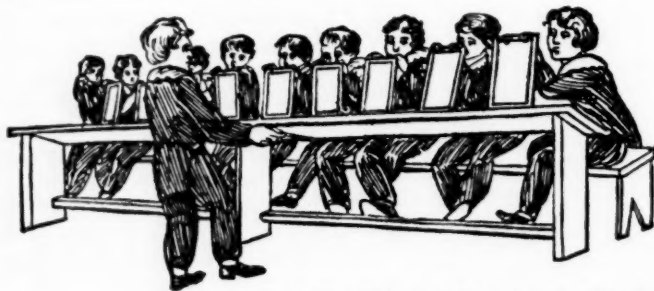
There were few differences in the children's behavior in the two school situations, although they represented very different home backgrounds. The children's conversation was generally limited to remarks about the food or eating utensils. Some children talked volubly during the lunch time, others said scarcely a word, while another group were markedly conversational at one meal and quiet at another. The average time in eating a meal varied from fifteen minutes for one child to forty-one minutes for another. Five of the children showed as much as thirty-five minutes variation in time of eating, while the variation was less than fifteen minutes for twelve children. Variation seemed to depend upon the particular food served, the teacher in charge, her interpretation of standards and her techniques, as well as the sociability, tendency to play, and skill of the children in manipulating utensils.

Teachers varied greatly in the amount of attention given each child, those with feeding problems and those more easily distracted receiving most attention. Some children in each school presented definite food aversions and others showed characteristic tendencies to dawdle, although all children presented these problems occasionally. Dawdlers tended to be characterized by poor health, lack of self-confidence, desire for attention, listlessness, moodiness, and unhappiness, while good eaters were more generally happy, relaxed, independent, conversational, and in good health, and showed zest for the meal. Parents of good eaters were found to be matter-of-fact and consistent in expecting

the child to eat food placed before him.

Analysis of teacher activities reveals the necessity of adequate training in nursery school techniques. The author felt convinced that the background and training of the federal teachers was so meager they failed to realize their own shortcomings, and many times used techniques that aggravated bad situations, tending to develop habits that would require subsequent readjustment. Effective techniques for the luncheon period include a pleasant, cheerful, and matter-of-fact manner of the teacher in dealing with children, eating with relish herself, giving reasonable consideration to the children's appetite, and choosing from an authorized "bag of tricks" those that suited a specific situation. The well-trained teacher keeps the situation as simple as possible, places responsibility on the child, assisting him only when necessary, and helps him feel satisfaction when he succeeds with a task.

The author feels that students of the eating situation often over-emphasize the eating problems of young children. She considers many difficulties as normal among little children who face the problems of manipulating the eating tools, experimenting with new tastes, carrying on conversation with table-mates, and being distracted by many things after the first few bites appease their hunger. She points out that specialists are likely to interpret feeding problems in terms of their own specialties; the physician may ascribe them to slow reaction of the child-stomach, the nutritionist thinks of faulty diet as the common difficulty, the psychologist looks for a neurotic maladjustment, and the educator tends to find the cause of difficulties in poor management by the teacher. She recommends a sensible balance between the achievement of an ideal diet and joy in eating.



From *The History of Education* by Cubberley (Houghton Mifflin).

"Show Your Slates"—an early writing lesson

News . . .

HERE AND THERE

By MARY E. LEEPER

• New A.C.E. Branches

Paterson Association for Childhood Education, New Jersey.

Wilson Association for Childhood Education, North Carolina.

Reinstated: Rutherford County Association for Childhood Education, Tennessee.

• Branch Research Project

Members of the Hawaii Association for Childhood Education are considering research studies on the following subjects:

Present-day radio programs.

Are they the type that we wish for our children?

How can we influence the broadcasting stations to change?

What can we recommend in the place of these?

Organization and curriculum adjustment problems in the kindergarten and primary grades.

The art problem.

The selection of childhood experiences.

The skills—their introduction, when, where, how.

• A.C.E. at a State Fair

In September an A.C.E. group made what was probably the very first invasion of a state fair. Members of the Tennessee A.C.E., mindful of the thousands who attend the annual fair in their state, investigated the possibilities for space in the educational exhibit. Fair authorities welcomed their presence and gave them space without charge. In addition to display copies and a consignment stock of A.C.E. publications the booth offered:

An exhibit of books containing recommended reference materials for home and school, and children's books selected from A.C.E. bulletins, *Bibliography of Books for Young Children* and *Selected List of Ten-cent Books*.

A school library corner with furniture made by children and teacher and loaned by a local school, and a home library.

A display of equipment designed to make the schoolroom more attractive and usable.

A music program each afternoon, using a portable phonograph and records suitable for young children. Equipment was supplied by a local music store.

An exhibit of plans for early elementary school-rooms.

An exchange corner where ideas and materials that had been tried and found good were passed along to booth visitors.

In charge of the project was Mary Ellen Fontaine, the Tennessee member of the national Committee on A.C.E. Magazine, Members, and Publicity.

• Branch Publication

The California Association for Childhood Education has compiled *Educational Materials for Five-Year-Olds*, a twenty-two page folder containing an evaluation of materials and equipment in current use, a list of recommended equipment and materials and their sources, and a short bibliography of immediate interest.

The folder is the outcome of a study made by teachers throughout California in response to a questionnaire issued by the education committee of the state A.C.E. in 1937-38. Its evaluations represent the thinking of teachers in the field and of committee members and their advisers, the quoted opinions of leaders in education, and the results of available studies.

• Bulletin Proves Useful

The large sales of *Uses for Waste Materials*, A.C.E. bulletin published July 1, 1939, have already necessitated a reprint. This useful publication, the title of which is self-explanatory, was compiled by the A.C.E. Committee on Equipment and Supplies from lists submitted by Branch organizations in a number of states. Available at A.C.E. Headquarters in Washington. Pp. 12. Price 20c.

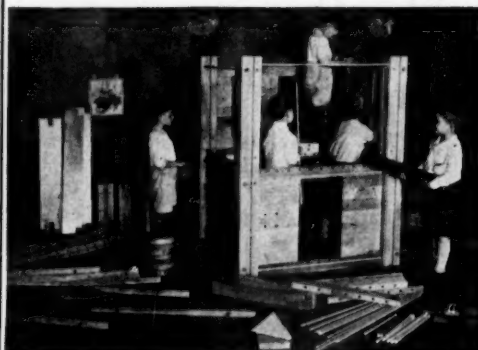
• Changes

Gladys L. Potter from State Department of Education, Sacramento, California, to Public Schools, Long Beach, California.

• Retirements

Edith E. Adams, from Michigan State Normal College, Ypsilanti. Thirty-three of Miss Adams' forty-three years of teaching have been spent in Ypsilanti and she will continue to make her home there. She has been a member of the A.C.E. and the International Kindergarten Union for many years, and a sub-

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scriber to CHILDHOOD EDUCATION since publication began in 1924. She attended her first International Kindergarten Union Convention in 1899.

• *American Education Week*

In the October issue of CHILDHOOD EDUCATION we described the Kindergarten-Primary Packet prepared by the National Education Association for the observance of American Education Week, November 6-12. There is still time to secure this material by writing to the N.E.A., 1201 Sixteenth St., N. W., Washington, D. C. Price 50c.

• *Congratulations to Cincinnati*

Elizabeth Dyer, a recent appointee to the Cincinnati Board of Education, is the daughter of Frank B. Dyer, former superintendent and member of the board of education. Miss Dyer's teaching and administrative experience includes the direction of the School of Household Administration, University of Cincinnati, since 1924. She is the author of a textbook, *Textile Fabrics*.

Cincinnati has made a particularly fortunate choice in that Miss Dyer has not confined her activities to the classroom but has actively participated in the social and civic life of the community. She has served on the executive and advisory boards of the Consumers League, Adult Education Council, League of Women Voters, American Association of University Women, and Women's City Club, and has been active in the Mothers' Training Center and the Household Training Center. Congratulations to Cincinnati upon opening to Miss Dyer this new avenue of service to her home city.

• *National Council of Childhood Education*

On February 27, 1940, the National Council of Childhood Education will hold morning and afternoon meetings at the Hotel Coronado, St. Louis, Missouri. This conference is planned annually to coincide with the meeting of the American Association of School Administrators.

The National Council of Childhood Education is composed of the National Association for Nursery Education, Ruth Updegraff, president, and the Association for Childhood Education, Olga Adams, president. The program is planned and the meetings presided over by the presidents of the two organizations. For the past two years organizations working directly or indirectly for children have been asked to tell of their activities and publications. The re-

(Continued on Page 144)

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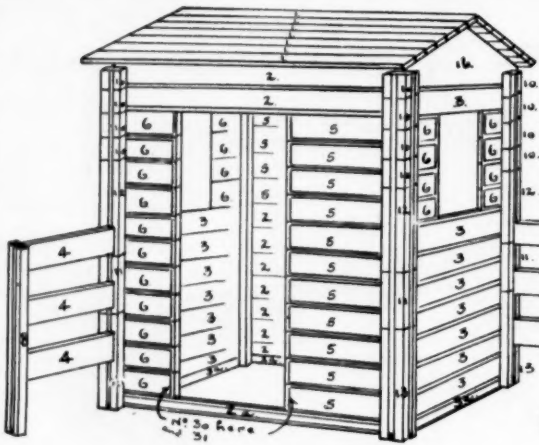
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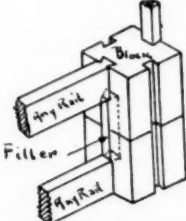
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(Continued from Page 140)

ports have been mimeographed and distributed to those attending the meeting and made available to others through the Headquarters Office of the Association for Childhood Education (price 15c). It is planned to follow this same procedure at the 1940 meeting.

Between the morning and afternoon sessions a buffet luncheon will be served, offering an opportunity for fellowship and conversation.

• *A Timely Message*

In a message to educators, appearing in the October issue of *School Life*, official organ of the U. S. Office of Education, Paul V. McNutt, Federal Security Agency Administrator, says:

I take pride in the reputation which the U. S. Office of Education has maintained during the 72 years since it was established . . . for nonpartisan service to the cause of education and to the nation as a whole. I am determined that it shall enjoy freedom as a great professional agency. Only those who hold partisanship above public welfare will ever use their political positions to restrict or distort learning and thus block the march of truth.

But truth is not always easy to find. In the search for it, and in even the most conscientious efforts to teach it, teachers . . . sometimes lose their way and

find themselves confused. That is inevitable if truth is to be sought in the areas of controversy. The public must be tolerant of these mistakes. But in the same spirit teachers must recognize controversy and not be dogmatic. If they hope for the support of a tolerant public they must play their part as guides, not as partisans—frankly and, above all, honestly.

• *Laura Fisher Taussig Memorial*

The Boston Kindergarten Club, an affiliated A.C.E. Branch, sponsors the Laura Fisher Taussig Memorial Fund. The income from this fund is used to place, from time to time, something worthwhile in each public kindergarten in Boston.

Laura Fisher Taussig was born in St. Louis, Missouri, and began her teaching there. In 1895 she became the first director of Boston kindergartens. She is remembered there as a person with a fine and well trained mind, earnest, logical, and efficient.

Friends who would like to share in this tribute to her may do so by sending their contributions to the secretary of the Boston Kindergarten Club, Elizabeth Chadbourne, 20 Westville Street, Dorchester, Massachusetts.